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ABSTRACT

The general objective of the Competency - Based Curriculum (CBC) is to facilitate success in and enjoyment of learning by all students in the District of Columbia public schools. Individual rates of growth and differences in learning styles are provided for by this approach, which assures that skills requisite to successful adult functioning are met. Each of the four major sections in this evaluation report is associated with one of the four objectives which served to focus the evaluation of the CBC. Each objective is analyzed and reported upon based on data obtained from appropriate items from the Principal/Staff Questionnaires. The four sections of the report reflect the evaluation objectives and include identification of staff development activities related to implementation strategies for CBC: description of CBC program practices implementation; survey of principals' and teachers' success with CBC; and assessment of student outcomes as related to CBC. Principals' and staff questionnaires are appended. (GK)

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AN EVALUATION REPORT OF THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM

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SEPTEMBER 2 1980

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DIVISION OF RESEARCH, PLANNING AND EVALUATION

AN EVALUATION REPORT OF THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM

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ASSISTANT SUPERINTENDENT
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SEPTEMBER 1980

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The magnitude of the task of the evaluation of the CBC implementation is such that special acknowledgment must be given to the staff of the Division of Research, Planning and Evaluation who conducted the study while also carrying out other regular and special assignments. Professional staff of the Division with the support of clerical and secretarial staff accomplished the following:

- Development of an evaluation design
- Development and refinement of the questionnaires
- Preparation of specifications for the analysis of data
- Compilation and coding of data
- Production of statistical programs used to analyze data
- Analysis of the data
- Development of tables and charts based upon data
- Preparation of narrative report
- Production of a typed report for dissemination

Appreciation is extended to the 2,555 classroom teachers, 445 local school counselors, librarians, resource teachers and other TSA 15 level staff at local schools, and the 147 school principals who responded to the evaluation instruments. Special thanks are also given to the administrators of the CBC center for their input during the development of the questionnaires for the evaluation study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
INTRODUCTION	1
Evaluation Design Specifications	2
Design of the Instruments	2
Description of the Respondents	4
Preparation of Data Analyses	4
The Narrative Report	5
SECTION I - STAFF DEVELOPMENT	6
Data Source	6
Analyses	7
Kinds and Amount of Training in CBC	7
Staff Development Sessions Preparing Staff for Implementation of CBC	10
Relationship Between Staff Development Training and Quality Rating Given to CBC Staff Development	11
Adequacy of Support for CBC Staff Development	15
Special Recommendations for Improving CBC Staff Development	21
Summary	24
SECTION II - IMPLEMENTATION OF CBC PROGRAM PRACTICES	26
Data Source	29
Analyses	30
Implementation of CBC Program Practices	30
Assistance with CBC Program Practices	41
Problematic and Attainable Program Practices	46
Program Practices in High and Low Achieving Schools	54
Relationship Between Staff Development Training and Rating Given to CBC Implementation	56
Involvement of Principals and Teachers in CBC Related Activities	57
Distinction Between High Implementers and Low Implementers of the Competency-Based Curriculum	65
Special Recommendations for Improving CBC Implementation	73
Summary	75
SECTION III - REACTIONS TO CBC IMPLEMENTATION	79
Data Source	79
Analyses	79
Ratings of the Curriculum, Dissemination, Leadership and Supervisory Components of CBC	79
Rankings of Nine Educational Outcomes	82

TABLE OF CONTENTS (continued)

	Page
Values Given to CBC for Classroom Instruction, for an Instructional Approach, and for Student Achievement	85
Level of Satisfaction With the Overall CBC Effort	88
Major Strengths of the CBC Effort Over the Last Three Years	90
Major Weaknesses of the CBC Effort Over the Last Three Years	93
Summary	96
SECTION IV - STUDENT OUTCOMES	98
Data Source	98
Analyses	99
Student Achievement in Reading and Mathematics	99
Student Absence Rate and Class Holding Rate	102
Student Reading Interest and Amount of Self-Initiated Reading	104
Summary	108
APPENDIX A - CBC Implementation Evaluation Design	110
APPENDIX B - Principals' Questionnaire	112
APPENDIX C - Staff Questionnaire	121
APPENDIX D - Percent Distribution of Responses According to Position Categories to the Implementation of CBC Program Practices	129
APPENDIX E - Percent Distribution of Responses According to School Level to the Implementation of CBC	160

LIST OF TABLES

TABLE		Page
1	CBC Training Sessions for School Year 1979-80	7
2	Percent and Number of Sessions of CBC Activities Sponsored by D.C. School System Units During 1979-80	8
3	Percent and Number of CBC Activities Attended by and Available to the Building Staff	9
4	Ranking of CBC Staff Development Sessions	11
5	Distributions by Percent and Mean Rating Values of Responses to the Quality of CBC Staff Development	13
6	Percent Distributions and Mean Rating Values of the Quality of CBC Staff Development According to School Levels	14
7	Rating of Adequacy of Support Given to CBC Staff Development During 1979-80 as Indicated by Local School Staff	16
8	Rating of Adequacy of Support Given to CBC Staff Development During 1979-80 as Indicated by Staff at School Levels	18
9	Ratings by School Principals of Opportunities for CBC Staff Development During 1979-80 for Various School Staff	20
10	Recommendations for Improving CBC Staff Development Cited by Principals, Teachers and Support Staff	21
11	Number of CBC Program Practices Implemented According to Responses of Principals and Classroom Teachers	32
12	Number of CBC Program Practices Implemented According to Responses of Principals and Support Staff	34
13	Number of CBC Program Practices Implemented According to Responses of Support Staff and Classroom Teachers	36
14	Discrepancy in Implementation of Program Practices at Various School Levels	38
15	Types of Assistance Needed With CBC Program Practices Not Implemented by at Least 10% of the Total Staff	42
16.	A Summary of CBC Program Practices Implemented by Less Than 75% of the Principals Who Responded	48
17	A Summary of CBC Program Practices Implemented by Less Than 75% of the Classroom Teachers Who Responded	49

LIST OF TABLES (continued)

TABLE		Page
18	A Summary of CBC Program Practices Implemented by Less Than 75% of the Support Staff Who Responded	50
19	A Summary of CBC Program Practices Implemented by More Than 90% of the Principals Who Responded	52
20	A Summary of CBC Program Practices Implemented by More Than 90% of the Classroom Teachers and Support Staff	53
21	Major Implementation Elements and Program Practices Contributing to Student Achievement as Cited by Teachers in High Achieving and Low Achieving Schools	55
22	Rating by Local School Staff of the Level of CBC Implementation in Local School Buildings During 1979-80	58
23	Rating of the Level of CBC Implementation in Local Schools During 1979-80 as Indicated by School Level Staff	59
24	Respondents' Rating of Involvement in CBC Implementation by Position and by School Category	62
25	Degree to Which Respondents Participated in Specific CBC Activities by Position and by School Category	64
26	A Comparison of Classroom Teachers by School Category and the Degree to Which They Implemented CBC Program Practices	66
27	Teachers' Ratings of the Quality of the Overall CBC Staff Development Provided to Them Compared to the Degree to Which They Implemented CBC Program Practices	67
28	Program Practices Which Contributed Most to Student Achievement as Rated by Teachers According to Implementation Group	68
29	Mean Ratings of Six Aspects of the CBC Effort by All Teachers and by Implementation Group	69
30	Educational Outcomes Affected by CBC According to the Opinions of Teachers	71
31	Recommendations for Improving CBC Implementation Cited by Principals, Teachers and Support Staff	73
32	Mean Ratings for the Curriculum, Dissemination, Leadership, and Supervisory Components of CBC	81
33	Educational Outcomes Affected by CBC According to Position Categories	83

LIST OF TABLES (continued)

TABLE		Page
34	Educational Outcomes Affected by CBC According to School Levels	84
35	Percent Distribution and Mean Ratings of the Responses as to the Value of CBC for Effective Classroom Instruction by Teachers	87
36	Percent Distrubution and Mean Ratings of the Responses as to the Value of CBC as an Instructional Approach Compared to Other Familiar Approaches	87
37	Percent Distribution and Mean Ratings of the Responses as to the Value of CBC for Student Achievement	87
38	Rating by Percent and Number of the Satisfaction With the CBC Effort by Respondent Category and by Respondent Instructional Assignment	89
39	A Summary of the Number of Responses by Principals, Relative to Their Perceptions of the Special Strengths of CBC	90
40	A Summary of the Number of Responses by Classroom Teachers, Relative to Their Perceptions of the Special Strengths of CBC	91
41	A Summary of the Number of Responses by Support Staff, Relative to Their Perceptions of the Special Strengths of CBC	92
42	A Summary of the Number of Responses by Principals, Relative to Their Perceptions of the Major Weaknesses of CBC	93
43	A Summary of the Number of Responses by Classroom Teachers, Relative to Their Perceptions of the Major Weaknesses of CBC	94
44	A Summary of the Number of Responses by Support Staff, Relative to Their Perceptions of the Major Weaknesses of CBC	95
45	Posttest Percentages of Reading and Mathematics Objectives Mastered by Students in the CBC Pilot and Comparison Groups by Grade Levels One-Six	100
46	Posttest Percentages of Reading and Mathematics Objectives Mastered by Students in CBC Prototype and Comparison Groups by Grade Levels One-Six	100
47	A Comparison of Absence Rates of Students in CBC Pilot and Prototype Groups With Students in the Comparison Group by Grade Levels One-Six	103

LIST OF TABLES (continued)

TABLE		Page
48	A Comparison of Holding Rate of Students by Class in CBC Pilot and Prototype Groups With Classes in the Comparison Group by Grade Levels One-Six	104
49	A Comparison of Reading Interest of Students in CBC Pilot and Prototype Groups With Students in Comparison Group by Grade Levels One-Six	106
50	A Comparison of the Amount of Self-Initiated Reading of Students in CBC Pilot and Prototype Groups With Students in Comparison Group by Grade Levels One-Six	107

INTRODUCTION

The Competency-Based Curriculum (CBC) with its general objective to facilitate success in and enjoyment of learning by all students was initiated by the District of Columbia Public Schools in 1976. The approach which provides for individual rates of growth and individual differences in learning styles was designated to assure that students in the school system would acquire skills and competencies requisite to successful functioning in their adult years.

School year 1976-77 was designated as the "Year of Awareness" with the major objective of the development of an understanding of the concepts of CBC by all school system employees. School year 1977-78 was the "Year of Commitment" during which educational personnel through staff development and other activities committed themselves to the CBC approach. Newly developed curriculum materials in the areas of reading, mathematics, language arts/ English, and science were validated for the first time in the Pilot Schools. The second validation of the curriculum materials and the CBC implementation in Prototype Schools were accomplished during the following school year 1978-79. Systemwide implementation of CBC took place in September 1979. Concomitantly, the Superintendent of Schools designated CBC implementation as a top priority for school year 1979-80 and directed the Division of Research, Planning and Evaluation (RPE) to conduct the evaluation.
In response to the request from the office of the Superintendent, steps were taken by staff of the Division of Research, Planning and Evaluation in

order to conduct the study of CBC. These steps were to:

- Establish evaluation objectives which focus on the evaluation of the implementation of the Competency-Based Curriculum effort
- Develop an evaluation design
- Develop and refine appropriate questionnaires
- Mail questionnaires to the respondents
- Prepare specifications for the analysis of data
- Compile and code data
- Write statistical computer programs used to analyze data
- Develop tables and charts based upon data
- Prepare statistical and narrative report
- Type and produce copies of final report for dissemination

Evaluation Design Specifications

The CBC implementation evaluation design developed by RPE (Appendix A) in March 1980 focused on four evaluation objectives:

1. To identify staff development activities related to strategies and design procedures for implementing CBC
2. To describe the implementation of CBC program practices
3. To survey principals and teachers relative to the success of CBC implementation as measured by their reactions
4. To assess student outcomes in association with various CBC related variables

Each objective of the evaluation design was planned in terms of the corresponding preliminary tasks, evaluation procedures, instruments, population and required support needed to accomplish the objective.

Design of the Instruments

Two questionnaires were developed by RPE staff to reflect and measure the evaluation objectives: (1) The Principal's Questionnaire (Appendix B) was completed by the building principal, (2) the Staff Questionnaire (Appendix C),

was completed by classroom teachers and other TSA-15 building-level personnel. Both questionnaires consisted of the three following parts:

Part I was designed to produce data pertaining to the types of staff development activities reflected in objective one. The RPE staff consulted with CBC personnel to identify the types of staff development activities that were offered in conjunction with CBC. Items three and five in Part I were different on the principal and staff questionnaires reflecting the differences in the roles of these two groups of respondents. The remaining items required respondents to indicate the adequacy of CBC staff development in specific areas and to make specific recommendations for improving CBC staff development.

Part II of the questionnaires pertained to the types of CBC implementation activities reflected in objective two. Several program practices--special instructional activities related to the CBC effort--were different on the principals and staff questionnaires because of the differences in the activities required of principals and TSA-15 level staff. The RPE staff consulted with CBC Center personnel to identify program practices reflecting the implementation elements. The remaining items of Part II required the respondents to rank program practices according to their contribution to student achievement, to assess the overall level of CBC implementation, and to make recommendations for improving the implementation of CBC.

Part III of both questionnaires consisted of four sub-sections. Section A was designed to evaluate supplementary aspects of CBC which excluded the program practices. The supplementary aspects of CBC included the curriculum and related materials, dissemination of CBC information, administrative leadership and supervision in CBC. Section B was designed to assess the effect of CBC on various educational outcomes. Section C was designed to measure the involvement of principals and staff in CBC activities. Finally, Section D requires

respondents to rate the value of CBC, to describe their involvement and satisfaction with CBC, and to describe the special strengths and major weaknesses of CBC.

Description of the Respondents

During May 1980 the Principals' Questionnaire and the Staff Questionnaires were sent to the respective group of principals and TSA-15 level staff of each school in the system. One hundred seventy-eight (178) principal questionnaires were distributed. Through the assistance of and follow up by the Assistant Regional Superintendents, 82% of the questionnaires were returned by the principals. Principals were requested to identify on the questionnaire the school for which they were the administrator.

Six thousand two hundred (6,200) staff questionnaires were distributed to classroom teachers and all other TSA-15 personnel in the schools. Two thousand five hundred fifty-five (2,555) questionnaires were returned by classroom teachers. Four hundred forty-five (445) questionnaires were returned by the support staff. The support staff consisted of counselors, librarians, resource teachers, reading and mathematics specialists. To ensure anonymity the staff respondents were not required to identify themselves by name on the questionnaire. Since the staff questionnaires were not identified with the teachers' names, distribution of the questionnaires at the local school level were at the discretion of the building principal. However, based upon the total number of questionnaires mailed to the schools by RPE, approximately 46% of the questionnaires were returned to RPE for processing.

Preparation of Data Analyses

Respondents were requested to return the questionnaires before June 6, 1980. The completed questionnaires returned to the Division of Research, Planning and Evaluation were coded by the staff and all information from the questionnaires were transferred to key-punched cards. Several computer

statistical programs were written or adapted from packaged statistical programs by Division staff. These programs were used for analyses of the data.

The Narrative Report

This report is organized into four major sections, each one associated with one of the four objectives which served to focus the evaluation of the Competency-Based Curriculum. Each objective and corresponding specific information regarding each objective is analyzed and reported upon in accordance with data obtained from appropriate items from the Principal/Staff Questionnaires. The four sections of the report are:

SECTION I - STAFF DEVELOPMENT

SECTION II - IMPLEMENTATION OF CBC PROGRAM PRACTICES

SECTION III - REACTION TO CBC IMPLEMENTATION

SECTION IV - STUDENT OUTCOMES

SECTION I - STAFF DEVELOPMENT

The first objective which served to focus the evaluation of CBC was stated as follows: "To identify staff development activities related to strategies and design procedures for implementing CBC." An examination of the types and quality of CBC training was conducted. From data recorded in the first part of the questionnaire, it is possible to obtain the following information regarding staff development:

- The kinds and amount of training in CBC received by principals, classroom teachers, and support staff
- The staff development sessions best serving the needs of principals, classroom teachers, and support staff in implementing CBC
- The overall rating of the staff development effort

The data pertaining to this objective was obtained from Part I of the questionnaires distributed to staff and principals.

Data Source

Six items on the questionnaire pertained to staff development activities. Principals and teachers were asked to respond to the items in a variety of ways which included (1) stating the number of staff development sessions attended and the title of the most helpful and least helpful sessions, (2) using a rating scale to indicate the quality of staff development, (3) indicating adequacy of support for CBC staff development, and (4) making specific recommendations for the improvement of CBC staff development. Each of these major areas of discussion is separately analyzed for the three staff groups responding to the questionnaire: principals, classroom teachers, and support staff. Each of the areas of discussion resulting from Part I of the questionnaire will be presented in the following section of this report.

Analyses

Kinds and Amount of Training in CBC

Background and statistical procedures. The aspect of staff development involving the amount of training in the CBC effort was studied by first recording, for principals, the number of activities available to the staff and, for classroom teachers and support staff, the number of staff development sessions they attended. Following the recording of the data, the mean number of sessions was calculated. The aspect of staff development involving the kind of training in CBC was studied using percentage data. Percentages were computed based upon the total number of activities reported by all principals, classroom teachers, and support staff on Item 1, Part I of the questionnaire.

Findings. The data reported in this section of the report pertain to staff development activities conducted during the 1979-80 school year. Table 1 summarizes (1) the mean number of training sessions conducted at various sites, and which were available to the building staff as reported by the principals and (2) the mean number of training sessions attended by classroom and support staff.

Table 1

CBC TRAINING SESSIONS FOR SCHOOL YEAR 1979-80

Sessions		Location		
		Local School	Region	CBC Center
Available sessions 1/	N	112	119	117
	Mean	20.1	7.0	4.4
Attended by classroom teachers 2/	N	2,115	2,350	2,433
	Mean	5.8	1.2	0.7
Attended by support staff 2/	N	390	402	429
	Mean	5.4	2.4	1.3

1/ Data provided by principals.
2/ Data provided by TSA-15 level staff.

According to principals, the local school made available an average of 20 staff development training sessions, the regional office made available seven activities, and the CBC Center made available four. The table also indicates that classroom teachers attended, on the average, six training activities at the local school, one training session at the regional level and one at the CBC Center. The mean number of staff development activities for the support staff was quite similar to that of the classroom teachers. On the average, five activities were attended at the local school, two activities were attended at the regional level and one activity at the CBC Center.

Table 2 exhibits expanded information based upon the data presented in Table 1. It identifies (1) the three school system units responsible for conducting staff development, that sponsored activities attended by most classroom teachers and support staff and (2) the school system unit that made available the majority of activities.

Table 2

PERCENT AND NUMBER OF SESSIONS OF CBC ACTIVITIES SPONSORED BY D.C. SCHOOL SYSTEM UNITS DURING 1979-80

Respondents		Location			Total Number of Sessions
		Local School	Region	CBC Center	
Principals	%	63%	23%	14%	
	N	2,550	908	566	4,024
Classroom Teachers	%	74%	17%	9%	
	N	13,130	3,055	1,655	17,840
Support Staff	%	57%	28%	15%	
	N	2,079	1,084	571	3,834

The table shows that:

1. Principals reported that the majority (63%) of the staff development activities available to their staffs were sponsored by the local school.

2. The largest percentage of staff development activities attended by classroom teachers and support staff was sponsored by the local school. Approximately three-fourths (74%) of the staff development activities attended by classroom teachers and more than half (57%) of the activities attended by support staff were conducted in the local school.

3. Principals indicated that 14% of the staff development activities were available to their staff through the CBC Center. This observation appears to be supported by data of the teachers' attendance at 9% (classroom teachers) and 13% (support staff) at the CBC Center.

Finally, Table 3 summarizes (1) the kinds of staff development activities available to teachers as indicated by the building principal and (2) the kinds of staff development activities attended by staff. Five types of staff development activities are listed.

Table 3

PERCENT AND NUMBER OF CBC ACTIVITIES ATTENDED BY AND AVAILABLE TO THE BUILDING STAFF

Activity/Group		Types of CBC Activities					
		Work-shops	Demon-stra-tions	Confer-ences	Grade Level/ Subject Area Meetings	Courses	Number of Activities
Available activities	%	25%	13%	24%	29%	8%	
	N	993	542	978	1,182	329	4,024
Attended by classroom teachers	%	37%	18%	11%	27%	7%	
	N	6,678	3,231	1,897	4,811	1,323	17,840
Attended by support staff	%	43%	14%	13%	22%	7%	
	N	1,631	534	517	828	284	3,834

Classroom and support staff indicated that workshops and grade level/ subject area meetings were the two types of activities they most frequently attended for staff development related to CBC. In addition, principals also indicated that grade level meetings and workshops were the two types of activities most available to their staff.

Staff Development Sessions Preparing Staff for Implementation of CBC

Background and statistical procedures. During the development and implementation of CBC, many staff development sessions have been offered to administrators and staff. In many instances these workshops and courses have centered around specific topics and content related to competency-based instruction. Some of the workshops and courses have been on-going, being offered several times by CBC Center, Regional Office, and school building staff. The content of these on-going CBC Staff Development sessions include the following:

- Use of curriculum guides
- Use of scope and sequence documents
- Testing and assessment
- Individualized instruction
- CBC technology
- Classroom management
- Writing action plans
- Testing in subject content areas

These content areas were used as titles for the staff development sessions. From this listing of staff development sessions, classroom teachers and support staff were asked to indicate which session was most helpful in preparing them for implementation of CBC. The percent of classroom teachers and support staff who designated a specific session as most helpful was calculated and is reported in Table 4. .

Findings. Table 4 ranks the on-going CBC staff development sessions during 1979-80 according to the percent of teachers and support staff that designated the sessions as most helpful. Slightly more than one-third of the classroom teachers indicated that the staff development session which involved the use of the curriculum guide was helpful to them in preparing to implement the

curriculum. Support staff also designated this session to be most helpful to them. It should be noted that there is a great deal of consistency between

Table 4

RANKING OF CBC STAFF DEVELOPMENT SESSIONS

Classroom Teachers		Support Staff	
CBC Staff Development Session	Ranked Most Helpful by	CBC Staff Development Session	Ranked Most Helpful by
Use of curriculum guides	36.4%	Use of curriculum guides	40.0%
Use of scope and sequence documents	21.5%	Testing and assessment	11.3%
Testing and assessment	8.6%	Use of scope and sequence documents	9.9%
Individualized instruction	7.9%	Individualized instruction	8.7%
CBC technology	7.8%	CBC technology	6.3%
Classroom management	4.3%	Classroom management	5.1%
Writing action plans	2.6%	Writing action plans	3.6%
Testing in subject area	1.8%	Testing in subject area	0.9%

classroom teachers and support staff in the way in which they responded to this item. The last three sessions concerned with classroom management, writing action plans and testing in subject areas were designated as helpful by five percent or fewer of the classroom teachers and support staff. These sessions can be described as being least helpful in assisting classroom teachers and support staff with the implementation of CBC.

Relationship Between Staff Development Training and Quality Rating Given to CBC Staff Development

Background and statistical procedures. Classroom teachers, support staff and principals were asked to assess the overall quality of CBC staff development using a 10-point rating scale. They were also questioned: "Did school personnel who received more staff development training rate staff development higher than

those who received less training?" That is, did the number of sessions attended relate to the ratings? In order to answer the latter two questions, correlational data was obtained. A correlation is a numerical index, ranging from -1.0 to +1.0, describing the strength of relationships between two measures. Positive correlations (.01 to 1.0) indicate that as the numerical quality of one variable increases or decreases, there is a corresponding rise or lowering of the numerical quality of the other variable. Negative correlations (-.01 to -1.0) indicate that as the numerical quality of one variable increases or decreases, there is an opposite change in the direction of the other variable. Correlation relationships can be described as strong or weak depending upon the numerical value of the correlation index. As the numerical value approaches 1.0 or -1.0, the stronger the relationship.

The two variables studied for this analysis were the ratings given to quality of staff development and the number of CBC staff development sessions attended by each staff member. Item 4, Part I and item 1, Part I records the data required by these two variables, respectively. The ratings given to the quality of CBC range from 1 to 5, while the number of sessions can range from zero upward.

The quality of the overall CBC staff development effort as reported by principals, classroom teachers, and support staff was studied using percentage data and mean ratings. The mean ratings were computed based upon the numerical value (1 to 5) that each respondent assigned to item 4.

Findings. The correlations between the rating for the quality of CBC staff development and the amount of training for each of the position groups and all school staff (classroom teachers and support staff) were as follows:

Position Group	Correlation
Principals	.22*
Classroom Teachers	.22*
Support Staff	.26*
Total School Staff	.23*

*Significant correlations

All of the correlations were significant indicating that for each group of school personnel those persons who received more staff development training tended to rate the quality of the sessions higher, while those persons receiving less training in CBC rated the sessions lower. These findings suggest that the amount of training in CBC was related to the ratings given for the value of staff development. What were the ratings given to the overall quality of CBC staff development? Table 5 presents a summary of the percent of the school personnel who indicated each response rating category. The categories were: poor, fair, satisfactory, very good, and excellent. Also indicated for the respective groups is the mean rating of the quality of CBC staff development which could range from 1.0 to 5.0.

Table 5

DISTRIBUTIONS BY PERCENT AND MEAN RATING VALUES
OF RESPONSES TO THE QUALITY OF CBC STAFF DEVELOPMENT

Category		Quality of Overall CBC Staff Development					Mean Rating
		Poor (1)	Fair (2)	Satis-factory (3)	Very Good (4)	Excellent (5)	
Principals	%	2.7%	3.4%	28.1%	52.7%	13.0%	3.6
	N	4	5	41	77	19	
Classroom Teachers	%	3.6%	7.9%	32.2%	45.1%	11.2%	3.5
	N	89	196	793	1,111	277	
Support Staff	%	4.0%	5.2%	25.5%	49.3%	10.0%	3.7
	N	17	22	108	209	68	

Table 5 indicates that the majority of the staff gave ratings of "very good" to the quality of staff development. The numerical value of the mean ratings 3.5 to 3.7 is interpreted as somewhat better than "satisfactory" but less than "very good."

From the data obtained for item 4, it was possible to organize the response ratings according to the school level of the respondents, instead of their position category. Table 6 shows the percent distribution of ratings of the quality of staff development for school personnel at the elementary, secondary, combination elementary/secondary, alternative high schools, and special education levels.

Table 6

PERCENT DISTRIBUTION AND MEAN RATING VALUES OF THE QUALITY OF CBC STAFF DEVELOPMENT ACCORDING TO SCHOOL LEVELS

School		Quality of Overall CBC Staff Development					Mean Rating
		Poor (1)	Fair (2)	Satis-factory (3)	Very Good (4)	Excellent (5)	
Elementary	%	2.2%	5.5%	30.4%	49.6%	12.2%	3.6
	N	38	96	527	859	212	
Secondary	%	5.0%	9.9%	32.1%	41.5%	11.5%	3.4
	N	60	118	383	496	137	
Combination Elementary/ Secondary	%	8.7%	8.7%	26.1%	43.5%	13.0%	3.4
	N	2	2	6	10	3	
Alternative High Schools	%	1.9%	5.7%	26.4%	45.3%	20.8%	3.8
	N	1	3	14	24	11	
Special Education	%	26.5%	11.8%	35.3%	23.5%	2.9%	2.6
	N	9	4	12	8	1	

Excluding the responses given by special education personnel, the majority of the responses for the remaining levels were in the "very good" category. One-third (35.3%) of the responses for special education personnel indicated that CBC staff development was "satisfactory" and one-fourth (26.5%) of responses indicated that the staff development was "poor."

The mean rating of the quality of staff development for the special education respondents (2.6) was significantly lower than the mean ratings given

by each of the remaining four groups. The other significant difference in the ratings for the groups occurred between the means for the secondary (3.4) and elementary (3.6) levels.

Adequacy of Support for CBC Staff Development

Background and statistical procedures. In addition to rating the quality of the overall CBC staff development effort, classroom teachers, support staff, and principals were asked whether or not adequate support in the following areas were part of the arrangements for staff development:

- Released time for planning
- Released time for attendance
- Guidelines/instructions
- Materials
- Personnel

The percent of principals, classroom teachers and support staff who indicated that adequate support was or was not given to staff development is presented in the Findings section below.

Findings. Table 7, which appears on the following page, summarizes the data outlined in the preceding paragraph. A larger percentage of principals indicated that released time for planning staff development sessions was not provided to them. The data also suggests that this same area did not have adequate support according to classroom teachers. Support staff, however, did not tend to report that this was a problem area for them. The data suggests that a large percentage of principals (44.5%) responded that adequate support in the area of released time for attendance at staff development sessions had not taken place. According to the responses of classroom teachers and support staff, the remaining supportive areas associated with staff development did not appear to affect the staff development effort. Eighty percent of the support staff and more than three-fourths of the classroom teachers (77.5%)

Table 7

RATING OF ADEQUACY OF SUPPORT GIVEN TO CBC STAFF DEVELOPMENT DURING 1979-80 AS INDICATED BY LOCAL SCHOOL STAFF

Position Category		ASPECTS OF CBC STAFF DEVELOPMENT SUPPORT											
		Released Time for Planning		Released Time for Attendance		Guidelines/ Instructions		Materials		Personnel		Sufficient Staff Development Opportunities	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Principals	%	39.6%	60.4%	55.5%	44.5%	86.8%	13.2%	83.6%	16.4%	73.4%	26.6%		
	N	57	87	81	65	125	19	122	24	102	37		
Classroom Teachers	%	49.8%	50.2%	68.6%	31.4%	86.0%	14.0%	80.9%	19.1%	81.5%	18.5%	77.5%	22.5%
	N	1,095	1,104	1,547	708	1,939	315	1,839	433	1,684	382	1.872	545
Support Staff	%	63.8%	36.2%	78.4%	21.6%	89.2%	10.8%	85.2%	14.8%	85.8%	14.2%	80.9%	19.1%
	N	238	135	308	85	340	41	328	57	308	51	338	80
		*		*		*		*		*		*	

* Chi-Square Significant

indicated that sufficient staff development opportunities had been provided to them.

The same data from the preceding question associated with the adequacy of staff development was organized according to school level instead of position level. Table 8, on the following page, presents the percent of responses given by school staff and principals at each level to questions of the adequacy of the six supportive areas of staff development. The school levels included elementary, secondary, combination elementary/secondary, alternative high schools, and special education.

At the elementary level, released time for planning staff development sessions was reported to lack adequate support by 52% of the respondents. Forty-five percent of the secondary and combination elementary/secondary staff reported that not enough support was given to this aspect of staff development. At the combination elementary/secondary level, released time for attending staff development sessions was reported to lack adequate support by 43% of the staff. The staff and principals at the special education level indicated that the supportive areas of staff development concerned with materials, personnel, and CBC guidelines and instructions were not adequate. One-third of the special education staff (32.3%) indicated that inadequate guidelines for CBC were provided; more than 40% indicated that staff development materials were inadequate, and more than 50% indicated that there were not enough personnel available for staff development.

Classroom teachers and support staff at the special education and combination elementary/secondary levels indicated that not enough CBC staff development opportunities were available to them. Fifty percent of the special education teachers and 40% of the combination level teachers gave this response.

Finally, principals were asked to indicate whether or not sufficient opportunities for implementing CBC were provided through CBC staff development

Table 8

RATING OF ADEQUACY OF SUPPORT GIVEN TO CBC STAFF DEVELOPMENT
DURING 1979-80 AS INDICATED BY STAFF AT SCHOOL LEVELS

School Level		ASPECTS OF CBC STAFF DEVELOPMENT SUPPORT											
		Released Time for Planning		Released Time for Attendance		Guidelines/ Instructions		Materials		Personnel		Sufficient Staff Development Opportunities**	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Elementary	%	47.7%	52.3%	68.6%	31.4%	87.7%	12.3%	85.8%	14.2%	82.5%	17.5%	81.7%	18.3%
	N	744	816	1,096	502	1,393	195	1,378	228	1,198	255	1,309	293
Secondary	%	54.8%	45.2%	69.6%	30.4%	85.2%	14.8%	76.5%	23.5%	82.0%	18.0%	73.1%	26.9%
	N	578	476	758	331	924	160	835	257	827	182	831	306
Combination Elementary and Secondary	%	55.0%	45.0%	57.1%	42.9%	72.7%	27.3%	68.2%	31.8%	71.4%	28.6%	60.0%	40.0%
	N	11	9	12	9	16	6	15	7	15	6	9	6
Alternative High Schools	%	74.0%	26.0%	88.5%	11.5%	[illegible]	7.4%	81.5%	18.5%	76.9%	23.1%	91.8%	8.2%
	N	37	13	46	6	50	4	44	10	40	12	45	4
Special Education	%	62.5%	37.5%	70.6%	29.4%	67.7%	32.3%	58.6%	41.4%	48.3%	51.7%	50.0%	50.0%
	N	20	12	24	10	21	10	17	12	14	15	16	16
		*		*		*		*		*		*	

* Significant Chi-Square
** This variable only pertains to classroom and support teachers.

to the following groups:

- Administrators
- Regular classroom teachers
- Special teachers
- Counselors
- CBC chairpersons
- Librarians

Table 9, on the following page, presents a summary of the responses of the principals at the various school levels (elementary, secondary, combination elementary/secondary, alternative high schools, and special education) to the question of sufficient opportunities for staff development. More than one-fourth of the elementary and combination elementary/secondary principals indicated that insufficient training of classroom teachers, special education teachers, counselors, and librarians had been provided. The responses of the principals indicated that the only persons on the staff who had received adequate opportunities in CBC staff development were the CBC chairpersons. At the secondary level, a slightly different group of staff were reported by principals to have not received sufficient opportunities for staff development. Principals at this level indicated that only regular classroom teachers and special teachers did not receive opportunities to attend staff development, while counselors, librarians, and CBC chairpersons did receive sufficient staff development.

Approximately one-fourth of the principals at the elementary, secondary, and elementary/secondary levels indicated that regular classroom teachers and support staff did not receive adequate opportunities for staff development. Likewise, approximately one-fourth of the classroom teachers and support staff indicated that they did not receive sufficient staff development opportunities (see Table 7).

Table 9

RATINGS BY SCHOOL PRINCIPALS OF OPPORTUNITIES FOR CBC STAFF DEVELOPMENT DURING 1979-80 FOR VARIOUS SCHOOL STAFF

School Level		POSITION CATEGORY											
		Administrators		Regular Classroom Teachers		Special Teachers		Counselors		CBC Chairpersons		Librarians	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Elementary	%	88.8%	11.2%	70.8%	29.2%	71.9%	28.1%	75.0%	25.0%	95.6%	4.4%	72.7%	27.3%
	N	79	10	63	26	64	25	66	22	86	4	64	24
Secondary	%	86.8%	13.2%	72.2%	27.8%	76.7%	23.3%	85.7%	14.3%	91.7%	8.3%	85.3%	14.7%
	N	33	5	26	10	23	7	30	5	33	3	29	5
Combination Elementary and Secondary	%	100.0%	0.0%	75.0%	25.0%	71.4%	28.6%	62.5%	37.5%	100.0%	0.0%	75.0%	25.0%
	N	8	0	6	2	5	2	5	3	8	0	6	2
Alternative High School	%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
	N	3	0	3	0	1	0	1	0	2	0	1	0
Special Education	%	50.0%	50.0%	25.0%	75.0%	33.3%	66.7%	25.0%	75.0%	66.7%	33.3%	33.3%	66.7%
	N	2	2	1	3	.1	2	1	3	.2	1	.1	.2
		*		*		*		*		*		*	

* Significant Chi-Square

Special Recommendations for Improving CBC Staff Development

Part I of the principal and staff questionnaires asked all respondents to provide special recommendations for improving the CBC staff development program. Of the 3,147 respondents, 1,039 (33%) gave recommendations. The number of respondents who gave recommendations included 99 principals, 779 classroom teachers and 161 support staff. Many gave more than one recommendation.

The recommendations given, shown in Table 10, are listed in the order of those cited the greatest number of times.

TABLE 10

RECOMMENDATIONS FOR IMPROVING CBC STAFF DEVELOPMENT CITED BY PRINCIPALS, TEACHERS AND SUPPORT STAFF

Special Recommendation	Percent Citing the Recommendation			
	Total N=1,039	Principals N=99	Classroom Teachers N=779	Support Staff N=161
Provide more released time for staff to participate and to plan individually and in groups; provide support personnel to cover classes.	22.3	41.4	20.9	17.4
Allow more time for staff development sessions.	15.5	14.1	16.7	10.6
Provide more meetings, workshops, free CBC courses for utilization of curriculum guides, scope and sequence documents, and CBC materials.	14.9	16.2	15.8	9.9
Have more sessions by subject area in order to have more individualization and specification.	11.3	8.1	10.8	15.2
Schedule more meaningful and interesting demonstrations involving students.	11.1	6.1	11.9	9.9
Allow teachers more input, participation, etc.	8.6	5.1	8.9	8.7

TABLE 10 (continued)

RECOMMENDATIONS FOR IMPROVING CBC STAFF DEVELOPMENT CITED BY PRINCIPALS, TEACHERS AND SUPPORT STAFF

Special Recommendation	Percent Citing the Recommendation			
	Total N=1,039	Principals N=99	Classroom Teachers N=779	Support Staff N=161
Provide adequate materials on time, when needed.	7.4	8.1	7.4	6.8
Have qualified specialists, including supervising directors and administrators, in all subject areas conduct staff development and demonstrate in their discipline.	7.3	14.1	6.8	5.6
Concentrate on providing curriculum guides, materials, and instructions in areas that are lacking: Pre-K, upper grades, art, trades, etc.	6.4	4.0	5.9	9.9
Increase the number of full-day staff development days.	5.3	9.1	4.2	8.7
Improve monitoring, develop standardized assessment and evaluation forms.	5.1	7.1	4.2	8.1
Improve scheduling, i.e., first week of school for planning, first day of each semester, etc.	4.7	17.1	3.6	2.5
Provide for better communication and techniques for keeping principals, teachers, and parents informed.	3.8	2.0	3.9	4.3
Other Responses	23.3	16.2	26.4	12.4

The greatest number of principals, classroom teachers, and support staff (41%, 20% and 17%, respectively) recommended that "more released time for staff to participate and plan" was essential to improving the CBC staff development program. Eleven other recommendations are shown in the table. All recommendations cited infrequently were grouped together under the category "other responses."

Some of the secondary teachers noted that instructions offered in the CBC staff development sessions appeared suitable for elementary teachers only. Other staff members criticized the sessions as being too general and too repetitive. As a whole, however, respondents expressed satisfaction with the program. Many of the respondents stated that they could offer no recommendations for improvement.

Summary

Five aspects of staff development were examined in the first section of the report. The five aspects were:

- Kinds and amount of training in CBC
- Staff development sessions preparing staff for implementation of CBC
- The relationship between staff development and quality rating given to CBC staff development
- Adequacy of support for CBC staff development
- Special recommendations for improving CBC staff development

In summarizing these aspects of staff development, it should be noted that principals reported that the majority of staff development activities available to the staff were offered by the local school. Classroom teachers and support staff agreement with this contention was shown by the data which indicated that the largest percentage of staff development activities attended by these two groups were sponsored by the local school. The major type of staff development activity occurred in the form of workshops and grade-level meetings. The staff development topic which involved the use of the curriculum guide was reported as most helpful to teachers and support staff. The least helpful topics presented during staff development were identified as those concerning classroom management, writing action plans and testing in subject areas.

The majority of the principals and staff evaluated the overall quality of CBC at the level designated as "very good." The response ratings according to the school level of the respondents showed that special education respondents rated the quality of CBC staff development significantly lower than

respondents at other levels. The other significant difference occurred between the ratings for secondary and elementary levels, with respondents at the elementary level assigning significantly higher ratings of quality to staff development than secondary respondents. Data were also provided which showed that those persons who received more staff development tended to rate the quality of the sessions higher, while those persons receiving less CBC training rated the sessions lower; thus, amount of staff development in CBC was related to the ratings given the value of staff development.

Principals reported that a shortcoming of the staff development effort occurred as a result of insufficient released time for planning staff development sessions. Most of the regular support staff and classroom teachers indicated that sufficient staff development opportunities were provided to them; however, special education teachers and support staff indicated that not enough of the staff training opportunities were offered to them.

The largest percent of principals, teachers, and support staff (approximately one-fifth) recommended that more released time for staff to participate and plan was essential to improving the CBC staff development program.

SECTION II - IMPLEMENTATION OF CBC PROGRAM PRACTICES

The second objective which served to focus the evaluation of CBC was stated "To describe the implementation of CBC program practices." Program practices is a term used by CBC administrators to refer to those instructional activities occurring in the school building in regard to the competency-based curriculum program of the District of Columbia Public Schools. Thirty-one activities were designated as program practices.

The thirty-one program practices are grouped in categories referred to as Implementation Elements. Implementation elements were identified by administrators of the school system to be the processes and operations comprising the CBC program. The twelve implementation elements are as follows:

- Curriculum and instructional materials
- CBC technology and instructional strategies
- Staff development
- Testing and assessment program
- Student information system
- Student progress plan
- Student support system
- Monitoring
- Evaluation
- Parent and community participation
- Staffing and personnel resources
- Administrative leadership

There are two instructional activities or program practices occurring in the schools in connection with Curriculum and Instructional Materials. These

practices are:

- Use of CBC guides
- Use of scope and sequence documents

Nine program practices define the CBC Technology and Instructional Strategies implementation elements. These are:

- Objectives stated clearly to students daily
- Development of triads from CBC Scope and Sequence documents, where needed
- Use of learning hierarchies in addition to student diagnostic data to plan instruction
- Flexible scheduling
- Multi-level skills
- Grade-level skills grouping
- Reading and mathematics skill laboratories
- Team (peer) level planning
- Emphasis placed on skills in reading, mathematics, oral and written communication

Three practices define the Staff Development implementation element. These practices are:

- Participation in school's CBC staff development plan
- Participation in city-wide, regional and national professional activities
- Recognition for achievement through praise and reward for staff performance*

Three program practices are listed for the Testing and Assessment Program aspect of CBC. These are:

- Multiple assessment of students**
- Identification of staff to implement the test-taking program to prepare all students*
- Collection of diagnostic/assessment data on all students to identify entry and instructional levels

* Program practice implemented by the building principal
** Program practice implemented by classroom teachers and support staff

One program practice defines the Student Information System component of CBC as:

- CBC record keeping and reporting student progress daily, weekly, monthly, and yearly

Two practices are listed for the Student Progress Plan element. These are:

- Continuous progress--classroom/school organization
- Continuous assessment of student progress

Two practices are observed for the Student Support System. These are:

- Provision of plans to improve attendance
- Provision for student counseling and guidance as a part of CBC

The two program practices for Monitoring are:

- Implementation of CBC Building Plan according to timelines
- Submission of CBC reports to regional office*

The two program practices for Evaluation are:

- Determination of the extent to which objectives in the CBC Action Plan were met
- Assessment by administrator of the degree to which teachers implemented the CBC approach*

The program practices define Parent and Community Participation as the:

- Process for obtaining parent and community input and feedback regarding the CBC instructional program

Staffing and Personnel Resources is defined by two program practices which are:

- CBC team organized and operational*
- Expertise in reading and mathematics provided by resource personnel*

Finally, the two practices observed for Administrative Leadership are:

- Observation and supervision of the CBC instructional program*
- Participation in professional development experiences for administrators*

* Program practice implemented by the building principal

From the thirty-one program practices, twenty-two were engaged in by principals and staff, eight practices were primarily engaged in by principals, and one practice was primarily a responsibility of the classroom teachers and support staff. Those program practices listed above that are followed by an asterisk (*) are implemented by the building principal; the one practice listed above followed by two asterisks (**) is implemented by classroom teachers and support staff only; all other practices are implemented by both principals and staff.

The examination of the objective pertaining to implementation of program practices involves a determination of which practices were operational in the school building as viewed by principals and school staff. More specifically, the following information regarding the implementation of CBC program practices was sought:

- The extent to which each of the program practices has been implemented in all schools according to principals, classroom teachers, and support staff
- The CBC program practices requiring additional help, and materials for implementation
- The implementation elements being conducted on a wide-range basis and those that are more problematic
- The program practices designated by faculty and principals as contributing most to student achievement
- The relationship between the amount of training in CBC staff development activities for teachers and support staff and the rating given to the overall level of CBC implementation in the building
- The involvement of principals, teachers, and support staff in CBC activities
- The ratings given by those in the three position categories to their involvement and level of satisfaction with the CBC effort

Data Source

The data pertaining to the implementation was obtained from Part II of the questionnaire. Four items on the questionnaire were related to implementation.

Each item of information stated above will be discussed with respect to the statistical procedures used to analyze the data and the findings of the analyses.

Analyses

Implementation of CBC Program Practices

Background and statistical procedures. One aspect of the evaluation of CBC involving the implementation of the CBC program practices was studied using data from item 1, Part II of the Principal/Staff Questionnaires. A sample from Part II appears below:

Sample Item from Part II - Principal/Staff Questionnaires

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (Specify)
(6) Student Progress Plan							
a. Continuous progress--school organization	___	___	___	___	___	___	___
b. Continuous assessment of student progress	___	___	___	___	___	___	___

Program practices are listed in the left-hand column under the appropriate implementation element heading. Principals, classroom teachers, and support staff were asked to respond in one of seven ways to indicate which of the program practices were implemented in their buildings and classes, and if not implemented,

why not. The responses were:

- Yes, the program practice checked was implemented
- No--additional training needed
- No--additional resources needed
- No--insufficient time for development of the practice
- No--not a requirement
- No--not perceived as a workable practice
- No--another reason not cited above

Findings. As indicated in the preceding, there were twenty-two program practices for which persons in all three position categories (principals, classroom teachers, and support staff) were asked to indicate whether they had been implemented. Tables 11 through 13 present a general summary of the number of program practices that principals, classroom teachers and support staff indicated were implemented in their schools and classrooms. Table 11 gives comparison data for principals and classroom teachers, Table 12 gives comparison data for principals and support staff, and Table 13 compares data for classroom teachers and support staff. From these tables, it is possible to determine (1) the degree to which persons in the three position categories (principals, classroom teachers and support staff) agree that certain practices are being implemented in the schools, (2) the degree to which the three groups differ in their estimate of the implementation of program practices, and (3) the extent (high, low) to which the program practices were implemented according to principals, classroom teachers and support staff.

Table 11, which appears on the following page, indicates that there were nine program practices with the same proportions of principals and classroom teachers expressing agreement as to their implementation. There were four program practices that 90% or more of the principals and 90% or more of the classroom teachers indicated were being implemented; there were two program practices

that 80 to 89 percent of the principals and classroom teachers indicated were being implemented in their schools. Relatively large percentages of the individuals in these groups viewed the practices as having been implemented in their in their schools and classrooms. This table also indicates that there were ten other program practices for which there was not agreement between principals and teachers as to implementation. Based upon data from Table 11 and additional data provided in Appendix D, it is possible to identify the specific program practices for which there was either agreement or discrepancy between principals and classroom teachers relative to implementation.

Table 11

NUMBER OF CBC PROGRAM PRACTICES IMPLEMENTED
ACCORDING TO RESPONSES OF PRINCIPALS AND CLASSROOM TEACHERS

Number of CBC Program Practices Implemented	Percent Indicating Implementation of Program Practices	
	Principals	Classroom Teachers
4*	90 +	90 +
2	80 - 89	90 +
3	90	80 - 89
2*	80 - 89	80 - 89
1	Below 59	80 - 89
2	90	70 - 79
3*	70 - 79	70 - 79
4	80 - 89	60 - 69
1	60 - 69	Below 59

* Program practices for which principals and classroom teachers agree

The nine program practices that were consistently designated as being implemented by principals and classroom teachers were:

- Schoolwide use of available CBC Curriculum Guides
- Schoolwide use of Scope and Sequence documents

- Objectives stated clearly to students daily
- Emphasis placed on skills in reading, mathematics, oral and written communication
- Collection of diagnostic/assessment data on all students to identify entry and instructional levels
- CBC record keeping and reporting student progress daily, weekly, monthly and yearly
- Development of triads from CBC Scope and Sequence documents, where needed
- Multi-level skills grouping
- Flexible scheduling

The ten program practices for which there was substantial discrepancy in the percent (10 or more percentage points) of principals and classroom teachers indicating the practice was implemented include the following:

- Grade-level skills grouping
- Reading and mathematics skills laboratories
- Team (peer) level planning
- Participation in city-wide, regional and national professional activities
- Continuous progress--school or classroom organization
- Provision of plans to improve attendance
- Provision for student counseling and guidance as a part of CBC
- Implementation of CBC Building Plan according to timelines
- Determination of the extent to which objectives in the CBC Action Plan were met
- Schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program

In contrast to the nine program practices that were consistently designated as being implemented by similar percentages of principals and classroom teachers, Table 12, which is displayed on the following page, indicates that there were only four program practices of this kind for principals and support staff. These

four program practices, which were specifically identified from data in Appendix D, include:

- Objective stated clearly to students daily
- Development of triads from CBC Scope and Sequence documents, where needed
- Collection of diagnostic/assessment data on all students to identify entry and instructional levels
- Continuous assessment of student progress

Table 12

NUMBER OF CBC PROGRAM PRACTICES IMPLEMENTED ACCORDING TO RESPONSES OF PRINCIPALS AND SUPPORT STAFF

Number of CBC Program Practices Implemented	Percent Indicating Implementation of Program Practices	
	Principals	Support Staff
1*	90 +	90 +
6	90 +	80 - 89
2*	80 - 89	80 - 89
2	70 - 79	80 - 89
2	90 +	70 - 79
4	80 - 89	70 - 79
1*	70 - 79	70 - 79
1	Below 59	70 - 79
2	80 - 89	60 - 69
1	60 - 69	Below 59

* Program practices for which principals and support staff agree.

There were many more program practices for which there was a substantial discrepancy in the percent (10 or more percentage points) of principals and support staff indicating that the practices were being implemented. These practices which show a discrepancy in the percent for principals and support

staff include:

- Flexible scheduling
- Grade-level skills grouping
- Reading and mathematics skills grouping
- Team (peer) level planning
- Emphasis placed on skills in reading, mathematics, oral and written communication
- Participation in city-wide, regional and national professional activities
- Continuous progress--school or classroom organization
- Provision of plans to improve attendance
- Implementation of CBC Building Plan according to timelines
- Determination of the extent to which objectives in the CBC Action Plan were met

Appendix D presents the analysis used for this listing.

Finally, Table 13 reveals that classroom teachers and support staff were in agreement in regard to the implementation of thirteen program practices. Although there was agreement, the percentages of persons judging three of the program practices were relatively low (below 59% and 60-69%). The table also shows that teachers and support staff did not agree (there were 10 percentage points of difference) on the implementation of ten program practices. The program practices with high proportions of classroom teachers and support staff expressing agreement as to implementation included:

- Objective stated clearly to students daily
- Development of triads from CBC Scope and Sequence documents, where needed
- Use of learning hierarchies in addition to student diagnostic data to plan instruction
- Determination of the extent to which objectives in the CBC Action Plans were met
- Implementation of CBC Building Plan according to timelines

- Collection of diagnostic/assessment data on all students to identify entry and instructional levels
- Grade-level skills grouping
- Participation in school's CBC staff development plan
- Multiple assessment of students
- Provision of plans to improve attendance

The three program practices with low proportions of classroom teachers and support staff indicating the implementation of the practice included:

- Reading and mathematics skills laboratories
- Team (peer) level planning
- Process for obtaining parent and community input and feedback regarding the CBC instructional program*

Table 13

NUMBER OF CBC PROGRAM PRACTICES IMPLEMENTED
ACCORDING TO RESPONSES OF SUPPORT STAFF AND CLASSROOM TEACHERS

Number of CBC Program Practices Implemented	Percent Indicating Implementation of Program Practices	
	Support Staff	Classroom Teachers
1*	90 +	90 +
4	80 - 89	90 +
5*	80 - 89	80 - 89
2	80 - 89	70 - 79
2	70 - 79	80 - 89
4*	70 - 79	70 - 79
2	70 - 79	60 - 69
2*	60 - 69	60 - 69
1*	Below 59	Below 59

* Program practices for which support staff and classroom teachers agree.

The three program practices for which data from Appendix D indicates that there was substantial discrepancy in the percent (10 or more percentage points) of classroom teachers and support staff indicating that the practices were operational included the following:

- Participation in city-wide, regional, and national professional activities
- Continuous progress--classroom/school organization
- Process for obtaining parent and community input and feedback regarding the CBC instructional program

A larger percentage of support staff than classroom teachers indicated that these practices were operational--thus, the discrepancy.

In addition to comparing the views of principals, classroom teachers and support staff as to the extent to which the program practices have been implemented, it is possible to compare the implementation of the program practices at the various school levels: Elementary, secondary, combination elementary/secondary, and alternative high school. Table 14, which appears on the next three pages, presents an overall summary of the extent to which the staffs at the various school levels differed by more than ten percentage points in their estimate of the implementation of the program practices. The school levels are listed across the page and the program practices are listed down the page. The data for this table are taken from the analysis in Appendix E. The letters which appear in the table on the following page are symbols for the various school levels and are explained at the bottom of the page. This analysis did not include data from the Special Education staff.

Table 14

DISCREPANCY IN IMPLEMENTATION OF PROGRAM PRACTICES AT VARIOUS SCHOOL LEVELS

Program Practices	School Level Comparison								
Schoolwide use of available CBC Curriculum Guides	E>S	E>ES	E>AH	-	-	-	S>ES	-	AH>ES
Schoolwide use of Scope and Sequence documents	E>S	E>ES	-	-	-	-	S>ES	-	AH>ES
Development of triads from CBC Scope and Sequence documents, where needed	E>S	E>ES	E>AH	-	-	-	S>ES	-	AH>ES
Use of learning hierarchies in addition to student diagnostic data to plan instruction	E>S	-	E>AH	-	-	-	S>ES	-	-
Flexible scheduling	E>S	E>ES	-	-	-	-	-	AH>S	AH>ES
Multi-level skills grouping	E>S	E>ES	E>AH	-	-	-	-	-	-
Grade-level skills grouping	E>S	-	E>AH	-	ES>S	ES>AH	-	-	-
Reading and Mathematics skills laboratories	E>S	-	E>AH	ES>E	ES>S	ES>AH	-	-	-
Team (peer) level planning	E>S	-	E>AH	-	ES>S	ES>AH	-	-	-

Key:
E=Elementary
S=Secondary
ES=Combination Elem. and Sec.
AH=Alternative High School

>= Is more than.

Table 14 (continued)

DISCREPANCY IN IMPLEMENTATION OF PROGRAM PRACTICES AT VARIOUS SCHOOL LEVELS

Program Practices	School Level Comparison								
Emphasis placed on skills in reading, mathematics, oral and written communication	E>S	-	-	-	ES>S	-	-	-	-
Preparation of/participation in a school CBC staff development plan	-	-	-	-	-	-	-	AH>S	-
Recognition for achievement through praise and rewards for staff performance*	-	-	-	-	-	-	-	AH>S	AH>ES
Multiple assessment of students**	E>S	-	-	-	-	-	-	AH>S	-
Collection of diagnostic/ assessment data on all students to identify entry and instructional levels	E>S	-	-	-	ES>S	-	-	AH>S	-
CBC record keeping and reporting student progress daily, weekly, monthly, and yearly	-	-	E>AH	-	-	-	-	-	-

Key:
E=Elementary
S=Secondary
ES=Combination Elem. and Sec.
AH=Alternative High School

* Answered by principals only.
** Answered by teachers only.
> = Is more than.

Table 14 (continued)

DISCREPANCY IN IMPLEMENTATION OF PROGRAM PRACTICES AT VARIOUS SCHOOL LEVELS

Program Practices	School Level Comparison								
Continuous progress -- school organization	-	E>ES	-	-	-	-	S>ES	-	AH>ES
Implementation of CBC Building Plan according to timelines	-	-	E>AH	-	-	-	-	-	-
Determination of the extent to which objectives in the CBC Action Plan were met	-	E>ES	-	-	-	-	-	-	AH>ES
Expertise in Reading and Mathematics provided by resource personnel	E>S	-	-	-	-	-	-	AH>S	AH>ES
Schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program	E>S	-	E>AH	-	ES>S	ES>AH	-	-	-
CBC team organized and operational	-	E>ES	E>AH	-	-	ES>AH	-	-	-

Key:
E=Elementary
S=Secondary
ES=Combination Elem. and Sec.
AH=Alternative High School

>= Is more than.

From this table, it should be noted that:

1. There were more instances where the elementary staff exceeded the number of staff at the other educational levels in indicating that the program practices were being implemented. There were 29 instances where the "E" (elementary) level was more than the other levels. This specifies that a larger percentage of staff at this level indicated that a program practice was being implemented.

2. Discrepancies in the percent of the staff that indicated that a program practice was implemented occurred most often between elementary and secondary level staff. There were 13 program practices where the percent of the staff at these two levels differed from one another by more than 10 percentage points in indicating that the practices were being implemented.

Assistance with CBC Program Practices

Background and statistical procedures. As stated in the statistical procedures section of the preceding analysis, item 1 Part II of the Principal/Staff Questionnaires asked respondents to indicate the extent to which the program practices were implemented in their buildings and classrooms. If a response was given that the practice had not been implemented, the respondent was to indicate, from among six different reasons, why the practice was not being implemented. The six reasons were:

- No — additional training needed
- No — additional resources needed
- No — insufficient time for development of the practice
- No — not a requirement
- No — not perceived as a workable practice
- No — another reason not cited above

Table 15, which follows, presents an analysis for twenty-one of the thirty-one program practices. More than 10% of the total staff indicated that the following twenty-one program practices required additional assistance of some type in order to fully implement the program practice.

Table 15

TYPES OF ASSISTANCE NEEDED WITH CBC PROGRAM
PRACTICES NOT IMPLEMENTED BY AT LEAST 10% OF THE TOTAL STAFF

CBC Program Practices		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Total
CBC Technology and Instructional Strategies							
Development of triads from CBC Scope and Sequence documents, where needed	%	9.4%	3.3%	4.9%	1.7%	2.0%	21.3%
	N	254	89	132	46	53	574
Use of learning hierarchies in addition to student diagnostic data to plan instruction	%	8.0%	3.2%	5.6%	1.7%	2.0%	20.5%
	N	216	86	150	47	54	553
Flexible scheduling	%	7.0%	4.2%	4.5%	2.7%	4.4%	22.8%
	N	181	108	118	70	113	590
Multi-level skills grouping	%	6.9%	3.7%	3.9%	2.8%	3.3%	20.6%
	N	183	98	103	74	86	544
Grade-level skills groupings	%	5.5%	4.0%	3.4%	6.5%	3.9%	23.3%
	N	135	98	83	160	95	571
Reading and Mathematics skill laboratories	%	7.1%	8.7%	6.7%	10.9%	3.9%	37.3%
	N	167	206	158	258	92	881
Team (peer) level planning	%	4.9%	3.2%	12.3%	6.7%	4.1%	31.2%
	N	121	79	306	167	103	776
Staff Development							
Participation in (preparation of) school's CBC staff development plan	%	2.4%	1.9%	3.8%	4.2%	0.8%	13.1%
	N	68	53	108	119	22	370
Participation in (provision for staff to participate in) city-wide, regional, and national professional activities	%	5.5%	2.4%	8.4%	10.6%	2.3%	29.2%
	N	133	58	202	255	56	704

Table 15 (continued)

TYPES OF ASSISTANCE NEEDED WITH CBC PROGRAM
PRACTICES NOT IMPLEMENTED BY AT LEAST 10% OF THE TOTAL STAFF

CBC Program Practices		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Total
Recognition for achievement through praise and rewards for staff performance*	%	1.5%	0.7%	3.0%	4.4%	1.5%	11.1%
	N	2	1	4	6	2	15
Testing and Assessment Program							
Multiple assessment of students**	%	4.1%	2.7%	2.8%	1.5%	0.7%	11.8%
	N	109	73	75	41	20	318
Collection of diagnostic/assessment data on all students to identify entry and instructional levels	%	5.7%	4.0%	4.6%	2.3%	1.6%	18.2%
	N	153	107	124	63	44	491
Student Information System							
CBC record keeping and reporting student progress daily, weekly, monthly, and yearly	%	6.7%	2.4%	6.8%	1.8%	1.7%	19.4%
	N	188	66	190	49	47	540
Parent and Community Participation							
Process (schoolwide process) for obtaining parent and community input and feedback regarding the CBC instructional program	%	13.7%	9.6%	14.1%	8.8%	6.6%	52.8%
	N	322	225	332	208	155	1,242

* Answered by school principals only
** Answered by classroom teachers and other teachers only

TABLE 15 (continued)

TYPES OF ASSISTANCE NEEDED WITH CBC PROGRAM
PRACTICES NOT IMPLEMENTED BY AT LEAST 10% OF THE TOTAL STAFF

CBC Program Practices		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Total
Student Progress Plan							
Continuous progress--classroom (school) organization	%	6.6%	1.8%	3.2%	3.0%	1.0%	15.6%
	N	182	49	89	83	28	431
Continuous assessment of student progress	%	4.7%	1.2%	2.6%	1.1%	0.6%	10.2%
	N	119	30	67	27	16	259
Student Support System							
Provision of plans to improve attendance	%	7.5%	6.6%	5.2%	5.9%	2.1%	27.3%
	N	195	172	135	153	54	709
Provision for student counseling and guidance as a part of CBC	%	9.2%	6.9%	7.3%	5.5%	2.2%	31.1%
	N	226	168	179	136	54	763
Monitoring							
Implementation of CBC Building Plan according to timelines	%	5.4%	2.7%	4.2%	4.0%	2.0%	18.3%
	N	139	69	107	101	51	467
Evaluation							
Determination of the extent to which objectives in the CBC Action Plan were met	%	4.4%	3.1%	4.6%	2.5%	0.8%	15.4%
	N	117	83	123	66	20	409

Table 15 (continued)

TYPES OF ASSISTANCE NEEDED WITH CBC PROGRAM PRACTICES NOT IMPLEMENTED BY AT LEAST 10% OF THE TOTAL STAFF

CBC Program Practices		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Total
Staffing and Personnel Resources							
Expertise in Reading and Mathematics provided by resource personnel*	%	0.7%	10.1%	1.4%	0.7%	0.0%	12.9%
	N	1	14	2	1	-	18

* Answered by school principals only

Findings. The need for additional training was the principal reason cited by the greatest percentage of respondents for not implementing a program practice. The practices for which additional training was necessary were:

- Development of triads from CBC Scope and Sequence documents, where needed
- Use of learning hierarchies in addition to student diagnostic data to plan instruction
- Flexible scheduling
- Multi-level skills grouping
- Multiple assessment of students
- Collection of diagnostic/assessment data on all students to identify entry and instructional levels
- Continuous progress--classroom (school) organization
- Continuous assessment of student progress
- Provision of plans to improve attendance
- Provision for student counseling and guidance as a part of CBC
- Implementation of CBC Building Plan according to timelines

The program practices that the largest percent of the total staff gave as reasons for failure to implement the practice were:

- Process for obtaining parent and community input and feedback regarding the CBC instructional program (52.8%)
- Reading and mathematics skill laboratories (37.3%)
- Team (peer) level planning (31.2%)
- Participation in city-wide, regional, and national professional activities (29.2%)

Problematic and Attainable Program Practices

Background and statistical procedures. From the listing of program practices that were designated as comprising the activities of the CBC effort, it is apparent that some of the practices can be more readily put into operation than others that require a great deal of effort and attention. The analysis of responses from

principals, classroom teachers and support staff provides the opportunity to identify the specific CBC program practices that the position groups regarded as problematic and those that were less difficult to implement.

The program practices referred to as "problematic" are those that were identified as being implemented by 75% or fewer of the respondents. Item 1, Part II of the Principal/Staff Questionnaire provides the data. The program practices referred to as "attainable" are those that were identified as being implemented by more than 90% of the respondents. The problematic program practices appear in Tables 16, 17, and 18, while the program practices which appeared to have been widely implemented appear in Tables 19 and 20. The tables are organized to reflect the views of principals, classroom teachers, and support staff.

Findings. From the data provided by principals as shown in Table 16, there were three program practices that met the criteria for identification as problematic. These practices were flexible scheduling, continuous progress—school organization, and schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program. For two of the program practices, the need for additional training was the major reason given by principals as to why the practices were posing difficulty. Note that these practices involve aspects of instructional strategies, the student progress plan, and parent/community participation.

Program practices which appeared to pose the most operational difficulty for classroom teachers, as shown in Table 17, were expectantly very different from those of principals. The six practices for classroom teachers were:

- Reading and mathematics skill laboratories
- Team (peer) level planning
- Participation in city-wide, regional, and national professional activities

Table 16

A SUMMARY OF CBC PROGRAM PRACTICES IMPLEMENTED BY LESS THAN 75% OF THE PRINCIPALS WHO RESPONDED

CBC Program Practices		Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
CBC Technology and Instructional Strategies							
Flexible scheduling	%	72.9%	12.0%	6.8%	4.5%	1.5%	2.3%
	N	97	16	9	6	2	3
Student Progress Plan							
Continuous progress--school organization	%	59.2%	24.6%	0.8%	8.5%	3.8%	3.1%
	N	77	32	1	11	5	4
Parent and Community Participation							
Schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program	%	62.3%	7.7%	6.2%	16.9%	3.1%	3.8%
	N	81	10	8	22	4	5

Table 17

A SUMMARY OF CBC PROGRAM PRACTICES IMPLEMENTED BY LESS THAN 75% OF THE CLASSROOM TEACHERS WHO RESPONDED

CBC Program Practices		Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
CBC Technology and Instructional Strategies							
Reading and Mathematics skill laboratories	%	60.4%	7.7%	9.5%	7.6%	10.8%	4.0%
	N	1,155	148	182	145	206	76
Team (peer) level planning	%	67.8%	5.1%	3.4%	13.3%	5.9%	4.4%
	N	1,371	104	69	269	119	87
Staff Development							
Participation in city-wide, regional, and national professional activities	%	68.5%	6.1%	2.7%	9.2%	11.2%	2.3%
	N	1,326	119	52	178	217	45
Student Support System							
Provision of plans to improve attendance	%	71.5%	8.5%	7.6%	5.5%	4.7%	2.1%
	N	1,510	179	161	117	99	45
Provision for student counseling and guidance as a part of CBC	%	66.7%	10.1%	7.9%	8.2%	4.9%	2.1%
	N	1,318	200	157	162	97	41
Parent and Community Participation							
Process for obtaining parent and community input and feedback regarding the CBC instructional program	%	44.7%	15.1%	10.0%	14.6%	8.7%	6.9%
	N	844	286	186	275	165	130

Table 18

A SUMMARY OF CBC PROGRAM PRACTICES IMPLEMENTED BY LESS THAN 75% OF THE SUPPORT STAFF WHO RESPONDED

CBC Program Practices		Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
CBC Technology and Instructional Strategies							
Grade-level skills grouping	%	74.0%	1.9%	3.2%	1.6%	14.1%	5.1%
	N	230	6	10	5	44	16
Reading and Mathematics skill laboratories	%	68.6%	3.9%	3.6%	2.9%	16.2%	4.9%
	N	212	12	11	9	50	15
Team (peer) level planning	%	69.0%	3.1%	2.1%	7.4%	14.7%	3.7%
	N	225	10	7	24	48	12
Student Progress Plan							
Continuous progress--classroom organization	%	74.1%	4.4%	1.5%	2.4%	15.3%	2.4%
	N	252	15	5	8	52	8
Student Support System							
Provision of plans to improve attendance	%	70.1%	4.8%	2.1%	4.2%	11.3%	3.6%
	N	249	16	7	14	38	12
Provision for student counseling and guidance as a part of CBC	%	74.1%	4.8%	2.1%	4.2%	11.3%	3.6%
	N	249	16	7	14	38	12
Parent and Community Participation							
Process for obtaining parent and community input and feedback regarding the CBC instructional program	%	56.0%	7.7%	8.3%	10.4%	11.6%	6.0%
	N	188	26	28	35	39	20

- Provision of plans to improve classroom attendance
- Provision for student counseling and guidance as a part of CBC
- Process for obtaining parent and community input and feedback regarding the CBC instructional program

These practices involve specific aspects of instructional strategies, staff development, the student support system, and parent and community participation. The latter program practice is the one problem area that principals and classroom teachers have in common.

Data from support staff shown in Table 18, pinpoint seven problematic program practices—these practices being:

- Grade level skills grouping
- Reading and mathematics skill laboratories
- Team (peer) level planning
- Continuous progress--classroom organization
- Provision for plans to improve attendance
- Provision for student counseling and guidance as part of CBC
- Process for obtaining parent and community input regarding the CBC instructional program

Five of these problem areas were shared by classroom teachers. Whereas the one uniform explanation given by support staff as to why the practices were posing difficulty was that the practice was not a requirement for them, classroom teachers gave the explanation that additional training was needed and an insufficient amount of time for the development of the practice was given. Parent and community participation was the one problem activity shared by all three position groups.

Table 19 presents widely implemented program practices according to principals, classroom teachers and support staff. Principals provided data to suggest that 15 program practices were widely implemented by them. The classroom teachers report five program practices qualifying as widely implemented while support

Table 19

A SUMMARY OF CBC PROGRAM PRACTICES IMPLEMENTED BY MORE THAN 90% OF THE PRINCIPALS WHO RESPONDED

CBC Program Practices	%	N	CBC Program Practices	%	N
Curriculum and Instructional Materials			**Monitoring**		
Schoolwide use of available CBC Curriculum Guides	93.0%	133	Implementation of CBC Building Plan according to timelines	95.8%	137
Schoolwide use of Scope and Sequence documents	93.6%	132	Submission of CBC reports to regional office	95.8%	136
CBC Technology and Instructional Strategies			**Evaluation**		
Objectives stated clearly to students daily	95.8%	137	Determination of the extent to which objectives in the CBC Action Plan were met	94.3%	132
Grade level skills grouping	91.7%	122	Assessment by administrator of the degree to which teachers implemented the CBC approach	96.5%	139
Emphasis placed on skills in reading, mathematics, oral, and written communication	97.1%	135	**Staffing and Personnel Resources**		
Staff Development			CBC team organized and operational	95.7%	135
Preparation of a school CBC staff development plan	94.3%	133	**Administrative Leadership**		
Testing and Assessment Program			Observation and supervision of the CBC instructional program	98.6%	141
Identification of staff to implement the test-taking program to prepare all students	96.4%	132	Participation in professional development experiences for administrators	98.6%	141
Student Support System					
Provision of plans to improve attendance	95.8%	136			

Source of data-responses of 147 school principals

Table 20

A SUMMARY OF CBC PROGRAM PRACTICES IMPLEMENTED BY MORE THAN 90% OF THE CLASSROOM TEACHERS AND SUPPORT STAFF

CBC Program Practices	%	N	CBC Program Practices	%	N
Curriculum and Instructional Materials			**CBC Technology and Instructional Strategies**		
Use of available CBC Curriculum Guides	91.3%	2,107	Objectives stated clearly to students daily	91.7%	353
Use of Scope and Sequence documents	91.3%	2,081			
CBC Technology and Instructional Strategies					
Objectives stated clearly to students daily	96.0%	2,329			
Emphasis placed on skills in reading, mathematics, oral, and written communication	91.6%	2,063			
Student Progress Plan					
Continuous progress—classroom organization	90.5%	1,885			
Source of data-responses of 2,555 classroom teachers.			Source of data-responses of 445 support staff.		

staff report only one such practice. The one program practice that all three position groups gave evidence to suggest that it was widely implemented was, "objectives stated clearly to students daily."

Program Practices in High and Low Achieving Schools

Background and statistical procedures. In the discussion of program practices, questions that come to mind are: What are the major practices or CBC-related activities in the highest achieving schools in the city, and--do the practices implemented in these schools differ in emphasis from those schools where achievement is lower? By using grade equivalent scores from the spring 1980 test report, thirteen schools with third-and sixth-grade classes scoring at or above the national norms (3.8 and 6.8) in reading and mathematics were identified. These schools were designated as "high achieving schools." One hundred forty-two classroom teachers and support staff were in the high achieving schools. Fifteen "low achieving schools" were identified from the list of third-and sixth-grade schools with grade equivalent scores one year or more below the national norm in reading and mathematics. Four scores were examined for the identification of the low achieving schools--reading and mathematics scores at grade three, reading and mathematics scores at the sixth grade. Only the schools that met the criteria of one year or more below the national norm for three or four of the listed scores were designated as "low achieving" schools. One hundred sixty classroom teachers and support staff were in the low achieving schools. The four highest ranking program practices and implementation elements designated by faculty in the two classification of schools which contributed most to student achievement were tabulated.

Findings. Table 21 presents an analysis contrasting the schools and their selection of the program practices and implementation elements that contributed most to student achievement. The top four ranks were identical in both high and low achieving schools, however, the order of the rankings differed as well as the percent

of faculty stating that the practice was implemented. Whereas, approximately 15% of the teachers and support staff in the high achieving schools indicated that an emphasis placed on skills in reading and mathematics contributed to student achievement, only 8% of classroom teachers and support staff in the low achieving schools indicated that this activity had the expected effect. Whereas, approximately 11% of the teachers and support staff in the high achieving schools indicated that objectives stated clearly to students daily contributed to student achievement, only 20% of the teachers and support staff in the low achieving schools indicated that this activity had the expected effect.

Table 21

MAJOR IMPLEMENTATION ELEMENTS AND PROGRAM PRACTICES CONTRIBUTING TO STUDENT ACHIEVEMENT AS CITED BY TEACHERS IN HIGH ACHIEVING AND LOW ACHIEVING SCHOOLS

Implementation Elements and Program Practices	Percent Response of Teachers of Implementation's Contribution to Student Achievement	
	High Achieving Schools	Low Achieving Schools
1. Schoolwide use of available CBC curriculum guides	16.4%	18.2%
2. Emphasis placed on skills in reading, mathematics, oral and written communication	14.5%	8.2%
3. Objectives stated clearly to students daily	10.9%	20.0%
4. CBC technology and instructional strategies	8.2%	13.6%

A second analysis was conducted to compare the response distribution of classroom teachers and support staff in high and low achieving schools to the twenty-three program practices. These two groups of school staff differed significantly in their responses to the following program practices:

- Multi-level skills grouping
- Grade-level skills grouping

- Preparation of a school CBC staff development plan
- Provision for staff to participate in city-wide, regional, and national professional activities
- Schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program

Relationship Between Staff Development Training and Rating Given to CBC Implementation

Background and statistical procedures. One of the questions asked earlier in the report was "Did school personnel who received more staff development training tend to rate the staff development effort higher than those who received less training?" The findings supported the positive. The question asked in the present section of the report is, "Did the number of staff development sessions attended by staff relate to the numerical estimate given of the level of implementation of CBC?" That is, did those persons who gave high ratings to the overall level of implementation of CBC in their building receive more staff development training? In order to answer these questions, correlational data were obtained. Correlations indicate the relationship between variables.

The two variables studied for this analysis were ratings given to the level of implementation of CBC in the school building and the number of staff development sessions attended. The level of implementation was measured along a scale which ranged from 1 to 10, although it was possible to attend any number of sessions. In addition to the study of the relationship between the two variables, the assessment of the overall level of CBC implementation was studied based upon the implementation estimates given by principals and staff. The percent of respondents in each position category was computed as well as the mean implementation rating.

Findings. The correlation between the implementation rating and the number of CBC sessions attended by all classroom teachers and support staff was .15.

This correlation, although low, indicates that there is a positive relationship between the ratings given by the school staff and their attendance at staff development activities--staff who received more training tended to give higher ratings of the implementation level. What ratings were given of the implementation level? Table 22 presents a summary of the percent of school personnel who indicated each response rating category. The response ratings range from 1 through 10. Table 22 indicates that the largest percent of the responses for principals, classroom teachers and support staff were for the rating number 8. The numerical value of the mean implementation ratings were 7.9, 7.6, and 7.4 for the three position categories, respectively. These ratings, although not significantly different for the categories, are in the high to moderate range.

It was also possible to organize the response ratings according to the school level of the respondents, instead of their position category. Table 23 shows the percent distribution of ratings of the level of implementation for school personnel at the elementary, secondary, elementary/secondary, alternative high school and special education levels. The data indicates that estimates at the higher levels, ratings 8 through 10, were most frequently given by school personnel at the elementary level and less frequently by special education staff. More than 65% of the elementary staff gave implementation ratings of 8 or above, while approximately 10% of the special education staff gave ratings at these levels. The mean ratings support the percent data. The implementation level ratings at the elementary level are significantly higher than the ratings given by secondary staff. The mean ratings given by the special education staff are significantly lower than the mean ratings given by the remaining four school groups.

Involvement of Principals and Teachers in CBC Related Activities

Background and statistical procedures. During the process of developing the Competency-Based Curriculum and implementing the CBC approach system-wide,

Table 22

RATING BY LOCAL SCHOOL STAFF OF THE LEVEL OF CBC IMPLEMENTATION IN LOCAL SCHOOL BUILDINGS DURING 1979-80

Position Category		LEVEL OF CBC IMPLEMENTATION IN BUILDING										
		Low 1	2	3	4	5	6	7	8	9	High 10	Mean Rating
Principals	%	0.0%	0.7%	0.7%	0.7%	6.3%	7.0%	15.4%	33.6%	25.2%	10.5%	7.9%
	N	0	1	1	1	9	10	22	48	36	15	
Classroom Teachers	%	0.9%	1.2%	2.0%	2.3%	9.1%	7.6%	15.9%	25.4%	19.8%	15.7%	7.6%
	N	21	28	47	53	212	177	371	591	461	366	
Support Staff	%	2.3%	2.5%	2.0%	4.3%	6.5%	7.3%	12.3%	29.6%	17.1%	16.1%	7.4
	N	9	10	8	17	26	29	49	118	68	64	

Table 23

RATING OF THE LEVEL OF CBC IMPLEMENTATION IN LOCAL SCHOOLS DURING 1979-80 AS INDICATED BY SCHOOL LEVEL STAFF

School Level		LEVEL OF CBC IMPLEMENTATION IN LOCAL SCHOOL BUILDINGS										
		Low 1	2	3	4	5	6	7	8	9	High 10	Mean Rating
Elementary	%	0.5%	0.8%	1.7%	1.6%	6.8%	6.7%	14.0%	26.9%	24.2%	16.8%	7.9%
	N	9	13	28	26	112	109	229	440	397	275	
Secondary	%	1.2%	1.8%	2.4%	3.9%	10.9%	8.3%	17.9%	25.2%	14.0%	14.4%	7.3%
	N	13	20	27	44	123	93	201	284	158	162	
Combination Elementary and Secondary	%	0.0%	4.5%	0.0%	0.0%	9.1%	13.6%	13.6%	31.8%	9.1%	18.2%	7.5%
	N	0	1	0	0	2	3	3	7	2	4	
Alternative High Schools	%	1.9%	0.0%	0.0%	1.9%	5.8%	11.5%	11.5%	46.2%	13.5%	7.7%	7.6%
	N	1	0	0	1	3	6	6	24	7	4	
Special Education	%	22.6%	16.1%	3.2%	0.0%	22.6%	16.1%	9.7%	6.5%	3.2%	0.0%	4.2%
	N	7	5	1	0	7	5	3	2	1	0	

many activities involving school personnel took place. These activities, although different from the instructional activities referred to as program practices earlier in Section II of this report, were fundamental to the on-going program of CBC and reflective of the developmental stages of the approach. These activities which required the participation of school personnel were:

- Writing curriculum
- Attending CBC staff development courses
- Serving on the school CBC team
- Developing school action plan
- Presenting at CBC workshop or courses
- Participating in CBC Pilot/Prototype programs

Participation in these activities together with the program practices reflects the amount of involvement in implementing CBC.

Three analyses of the involvement of principals, classroom teachers, and support staff in CBC related activities were conducted. The first analysis is based on item 2, Part II - Section D which asks, "How would you describe your actual involvement in the implementation of CBC this year?" Three responses were possible--none, partial, extensive. The analyses for this question were (1) a percent distribution of the principals, classroom teachers and support staff who indicated each of the possible responses and (2) the mean rating of involvement given by the position categories. Means were computed by converting the descriptive responses to a numerical scale. The three descriptive responses to item 2 and their numerical values are given below:

none = 1, partial = 2, extensive = 3

The second analysis was based upon Section C, Part II of the Principal/Staff Questionnaire. This part of the questionnaire was designed to measure the amount of involvement in the activities outlined in paragraph 1 of this section. The respondents were asked to record the number of occasions, courses,

or years reflecting their participation in the activities in which they were engaged. For each of the six listed activities, the mean number was computed for each of the position categories and school levels.

The final analysis of the involvement in CBC related activities was a simple correlation of the relationship between total involvement in CBC activities, as measured by the ratings given by the staff, and the actual involvement in implementing CBC, as measured by the recorded number of activities participated in by the staff. This analysis was conducted to determine whether or not there is agreement between what the respondents did to implement CBC (involvement measure) and the ratings they gave themselves of their involvement (ratings measure).

Findings. Table 24 summarizes the distribution of responses to the ratings of the involvement in implementing CBC according to position categories and school level. This Table indicates that at the position level more than 85% of the principals described their involvement in implementing CBC as "extensive," while approximately half of the classroom teachers (56%) and support staff (49%) gave the same description to their involvement. The mean ratings which ranged from 2.5 and 2.9, respectively, were high. The mean rating for the principals was significantly higher than the ratings of the classroom teachers and support staff. At the school level, a larger percent (61%) of respondents in the elementary school category described their level of implementation as "extensive," while about 50% of respondents in the remaining school categories, with the exception of the special education, gave the same description. It should be noted that more than one-fifth of the respondents in the special education category indicated no involvement in the implementation of CBC, with the majority of respondents describing their involvement as partial. The mean ratings also reflect the lower ratings of involvement in implementing CBC in the special education category. The mean rating of 1.9 is significantly lower than the mean

ratings for the remaining four school categories. In the elementary category the mean rating of involvement was significantly higher than the mean rating in the secondary category. Although the mean rating at the secondary, the elementary/secondary, and the alternative high school categories were 2.5, the smaller size group on which the mean is computed in the elementary/secondary and the alternative high school categories does not establish a large enough statistical base to be significantly different from the elementary category.

Table 24

RESPONDENTS' RATINGS OF INVOLVEMENT IN CBC IMPLEMENTATION BY POSITION AND BY SCHOOL CATEGORY

Respondents	Degree of Involvement						Mean Rating
	None		Partial		Extensive		
	%	(N)	%	(N)	%	(N)	
	1		2		3		
By Position:							
Principals	0.0	(0)	14.0	(20)	86.0	(123)	2.9
Classroom Teachers	1.8	(40)	42.2	(951)	56.0	(1,263)	2.5
Support Staff	2.5	(10)	48.4	(194)	49.1	(197)	2.5
By School Category:							
Elementary	1.5	(23)	37.2	(577)	61.3	(967)	2.6
Secondary	1.6	(18)	46.5	(517)	51.9	(578)	2.5
Combination Elementary/Secondary	0.0	(0)	54.5	(12)	45.5	(10)	2.5
Alternative High School	2.0	(1)	48.0	(24)	50.0	(25)	2.5
Special Education	22.2	(8)	69.4	(25)	8.3	(3)	1.9

Table 25 summarizes the kinds of CBC activities in which the principals and staff were engaged in the various school categories. The table indicates

that on the average respondents at each position level were involved very little in the activity of writing curriculum. At the school level, respondents in the combination elementary/secondary category and the secondary category spent significantly more time engaged in curriculum writing than the staff in the elementary category. On the average, principals attended a significantly larger number of CBC staff development courses than did classroom teachers and support staff. Principals, on the average, attended three staff development courses; whereas classroom teachers and support staff attended two. At the school level, the staffs in all categories attended roughly an equal number of CBC staff development courses.

Principals served for significantly more years on the school CBC team than did classroom teachers and support staff. Support staff served for significantly more years on the school CBC team than did classroom teachers. On the average, principals served for three years on the CBC teams, support staff served for two years and classroom teachers served for one year. At the school level, school personnel in the elementary and combination elementary/secondary categories served for a significantly greater number of years on the CBC team than did school personnel in the secondary and special education categories.

Principals and support staff were significantly more involved in developing the school action plan and presenting at workshops and courses than were classroom teachers. On the average, principals were engaged for three years in developing the action plan, support staff one year, and classroom teachers less than one year. Respondents at all three positions and all school categories participated in the CBC Pilot/Prototype program for less than one year.

The final analysis involved computing a correlation coefficient based upon the actual involvement in CBC activities (the number of occasions and/or years in courses, in curriculum writing, staff development sessions, workshops, etc.)

and the descriptive rating of the involvement (none, partial, extensive). The computed correlation of .25 indicated that those persons who tended to be actually involved in more of the CBC related activity described their involvement as extensive; whereas those who were less involved in actually carrying out the CBC program described their involvement in lesser terms. Although the correlational index is low, it is significant because of the large number of respondents on which it is based.

Table 25

DEGREE TO WHICH RESPONDENTS PARTICIPATED IN SPECIFIC CBC ACTIVITIES BY POSITION AND BY SCHOOL CATEGORY

Respondents	Participated in Curriculum Writing (Number of Occasions)	Attended CBC Staff Development Courses (Number of Courses)	Served on School CBC Team (Number of Years)	Developed School Action Plan (Number of Years)	Presented at CBC Workshops or Courses (Number of Occasions)	Participated in CBC Pilot/Prototype Programs (Number of Years)
By Position:						
Principals	0.27	3.18	2.95	2.92	1.36	0.80
Classroom Teachers	0.40	1.65	0.[illegible]	0.61	0.96	0.79
Support Staff	0.37	1.60	1.55	1.04	1.51	0.65
By School Category:						
Elementary	0.23	1.68	1.14	0.81	1.15	0.71
Secondary	0.59	1.81	0.82	0.75	0.94	0.89
Combination Elementary/Secondary	1.00	1.52	1.95	1.64	1.14	0.27
Alternative High School	0.60	1.70	0.92	1.04	1.34	0.68
Special Education	0.34	1.31	0.39	0.47	0.31	0.22

Distinction Between High Implementers and Low Implementers of the Competency-Based Curriculum

Background and statistical procedures. Data from the 2,555 classroom teachers grouped as high, moderate, or low implementers, were analyzed according to the degree to which they implemented 23 program practices. Teachers indicating they implemented at least 18 program practices (N=1,072) were defined as high implementers; teachers implementing 10 to 17 program practices (N=1,108) were defined as moderate implementers; and teachers implementing 9 or less program practices (N=375) were defined as low implementers. From this classification of teachers, a comparison of three implementation groups and their reactions to CBC was possible.

Four analyses were done contrasting the three implementation groups and their reactions to both CBC staff development quality and CBC implementation criteria. The first analysis correlated the three implementation groups (high, moderate, and low implementers) and their ratings of the quality of overall CBC staff development provided them. The quality of staff development was rated as poor, fair, satisfactory, very good, or excellent. Poor quality, fair quality, etc. were assigned values on a continuum scale, with "poor" quality receiving a value of 1, "fair" a value of 2, and on to "excellent" receiving a value of 5. Mean ratings on the quality of staff development activities were calculated and compared for the three implementation groups.

The three remaining analyses examine how high implementers and low implementers (1) view the relationship between program practices and achievement, (2) rate six aspects of the CBC effort and (3) rank the three most positive and one most negative effect of CBC. The second analysis deal with the program practices contributing most to student achievement as rated by each implementation group. The third analysis compared the implementation

groups' rating of six defined aspects of the CBC effort. The six aspects were curriculum design, curriculum content, the format of the curriculum guides, useability of the curriculum guide, availability of curriculum materials, and the preparation for CBC implementation given to teachers. The ratings ranged from "great need of improvement" to "little need for improvement," and "exemplary." As in the analysis for staff development described earlier, percentage data were tabulated and a mean analysis was computed which compared the mean ratings for the three implementer groups for each of the six aspects of the CBC effort. The fourth analysis dealt with the implementation groups' identification of the three areas CBC had the most positive effect and the one area where CBC had the least positive effect.

Findings. Table 26 describes the relationship between the three implementation groups and their school category designation. Of the 1,072 high implementers, 65% were elementary teachers and 33% were secondary teachers.

TABLE 26

A COMPARISON OF CLASSROOM TEACHERS BY SCHOOL CATEGORY AND THE DEGREE TO WHICH THEY IMPLEMENTED CBC PROGRAM PRACTICES

School Category	Teachers by Degree of Implementation					
	High Implementers		Moderate Implementers		Low Implementers	
	%	N	%	N	%	N
Elementary	65.4	701	53.3	591	34.4	129
Secondary	32.7	351	44.6	494	62.7	235
Combination Elementary/ Secondary	0.0	0	0.2	2	1.1	4
Alternative High School	1.9	20	1.7	19	1.3	5
Special Education	0.0	0	0.2	2	0.5	2
Total	100	1,072	100	1,108	100	375

Of the 1,108 moderate implementers, 53% were elementary teachers and 45% were secondary teachers. Of the 375 low implementing teachers 34% were elementary teachers and 63% were secondary teachers. In summary, a majority of high and moderate implementing teachers were elementary classroom teachers; while the majority of low implementing teachers were secondary classroom teachers. None of the combination elementary/secondary teachers or special education teachers were identified as high implementers.

The first analysis involving the three implementation groups relates level of implementation to teachers' ratings of the quality of overall CBC staff development provided to them. Table 27 presents the percent distribution of responses and mean ratings according to the rating scale. A majority of high implementers (about 70%) rated the quality of the staff development as very good (52.6%) to excellent (17.1%). Both the moderate implementer

Table 27

TEACHERS' RATINGS OF THE QUALITY OF THE OVERALL CBC STAFF DEVELOPMENT PROVIDED TO THEM COMPARED TO THE DEGREE TO WHICH THEY IMPLEMENTED CBC PROGRAM PRACTICES

Staff Development Ratings	Teachers' Responses by Implementation Group					
	High Implementers		Moderate Implementers		Low Implementers	
	%	N	%	N	%	N
Excellent	17.1	180	7.4	80	5.0	17
Very Good	52.6	553	42.7	459	29.1	99
Satisfactory	25.5	268	37.2	399	37.1	126
Fair	4.2	44	8.7	93	17.4	59
Poor	0.7	7	4.0	43	11.5	39
Mean Rating	3.8		3.4		3.0	

Rating Scale

Mean Range	Rating
0 - 1.4	Poor
1.5 - 2.4	Fair
2.5 - 3.4	Satisfactory
3.5 - 4.4	Very Good
4.5 - 5.4	Excellent

group and the low implementer group were less positive in their rating of the quality of the CBC staff development provided. The mean rating of the overall quality of staff development for high implementers (3.8/very good) was significantly greater than the mean ratings for the moderate and low groups (3.4/satisfactory and 3.0/satisfactory, respectively).

The analysis concerning the relationship between the CBC program practices and achievement was based upon the practices that teachers indicated contributed most to student achievement. The three program practices rated as contributing most to student achievement by each of the three implementer groups are presented in Table 28. The top three were identical for the high and moderate implementers, however, the order of ranking differed. Two practices, "use of available CBC Curriculum Guides" and "objectives stated clearly to students daily," were rated either one or two for all three groups.

Table 28

PROGRAM PRACTICES WHICH CONTRIBUTED MOST TO STUDENT ACHIEVEMENT AS RATED BY TEACHERS ACCORDING TO IMPLEMENTATION GROUP

Program Practices	Rankings by Implementation Group		
	High Implementers	Moderate Implementers	Low Implementers
Objectives stated clearly to students daily	2	1	1
Use of available CBC Curriculum Guides	1	2	2
Emphasis placed on skills in reading, mathematics, oral and written communication	3	3	-
Use of Scope and Sequence documents	-	-	3

High implementers and moderate implementers indicated that "emphasis placed on skills in reading, mathematics, and oral and written communication" was the third most contributing practice to students' achievement, whereas, low implement-

ers designated "use of Scope and Sequence documents"as the third practice which contributed to student achievement.

The third analysis which pertains to the distinction between high, moderate and low implementers, involved the teachers' views toward the success of CBC as defined by their ratings of six aspects of the curriculum. The ratings of the six aspects are shown in Table 29.

Table 29

MEAN RATINGS OF SIX ASPECTS OF THE CBC EFFORT BY ALL TEACHERS AND BY IMPLEMENTATION GROUP

CBC Aspects	Mean Rating			
	All Teachers	High Implementers	Moderate Implementers	Low Implementers
The curriculum design	2.15	2.28 (+)	2.09 (+)	1.91
The curriculum content	2.15	2.28 (+)	2.08	1.90
The format of the Curriculum Guides	2.09	2.18	2.04	1.93 (+)
The useability of the Curriculum Guides	2.07	2.20	2.00	1.84
The preparation for CBC implementation given to teachers	2.05	2.23	1.95	1.72
The availability of curriculum-related materials	1.85	2.03 (-)	1.75 (-)	1.52 (-)

(+) = Highest rating given by an implementation group
(-) = Lowest rating given by an implementation group

Rating Scale

Mean Range	Rating
0.00 - 1.49	Great need for improvement
1.50 - 2.49	Little need for improvement
2.50 - 3.49	Exemplary

The mean ratings for all teachers on the six aspects indicated that in the teachers' opinions there was little need for improvement of the aspects. The

means can range from a maximum of 3.0, indicating an "exemplary" aspect of the curriculum to a minimum of 1.0, indicating an aspect that has a great need for improvement. The high implementation group mean was always the highest for each aspect, ranging from a high of 2.28 for "the curriculum design" to a low of 2.03 for "the availability of curriculum-related materials." The higher means for this group indicate the tendency for high implementers to give higher rating to those aspects of curriculum. The means for the moderate group on all six aspects ranged from a high of 2.09 for "the curriculum design" to a low of 1.75 for "the availability of curriculum-related materials." The six means for the low implementation groups ranged from a high of 1.93 for "the format of the Curriculum Guides" to a low of 1.52 for "the availability of curriculum-related materials." All three groups indicated that the least effective aspect of the curriculum was "the availability of curriculum-related materials." High and moderate implementers designated "the curriculum design" and "the curriculum content" to be the best aspect of the curriculum.

The fourth analysis regarding CBC implementation identifies areas in which CBC has had the most positive effect and the least positive effect in the opinions of teachers. The top three areas in which CBC had the most positive effect as determined by teachers were ranked as shown in Table 30 which appears on the following page. Also shown is the one area agreed on by all teachers in which CBC had the least positive effect. All three groups of implementers indicated that "student achievement," "quality of classroom instruction," and "instructional organization of schools" were the three areas in which CBC had the most positive effect. All three implementer groups indicated that the CBC effort had the least positive effect on student attendance. The other educational outcomes that were listed for consideration on the questionnaire but were not given either a positive or negative

distinction were:

- Provision for instructional resources in the schools
- Teachers' enthusiasm for teaching
- Lesson preparation time
- Communication about issues related to CBC between building administrators and staff

Table 30

EDUCATIONAL OUTCOMES AFFECTED BY CBC
ACCORDING TO THE OPINIONS OF TEACHERS

Educational Outcomes	Ranking by Implementation Group		
	High Implementers	Moderate Implementers	Low Implementers
CBC had the most positive effect:			
• On the quality of classroom instruction	2	1	1
• On student achievement	1	2	3
• In the instructional organization of the school	3	3	2
CBC had the least positive effect:			
• On student attendance	1	1	1

In summary, the data analysis contrasting the three implementation groups of classroom teachers seems to point to a relationship between a positive view of the Competency-Based Curriculum and a willingness to implement the activities and practices associated with it. A profile of

the teacher who is described as a high implementer in the CBC program would be likely to list the following characteristics:

- Teach at the elementary level
- Be favorable toward the overall quality of CBC staff development
- Designate the best aspects of CBC to be curriculum design, curriculum content and the preparation given to teachers to implement CBC
- Emphasize skills in reading, mathematics, oral, and written communication, as well as the CBC technology and instructional strategies.

Special Recommendations for Improving CBC Implementation

Principals, teachers and support staff were asked to make special recommendations for improving the implementation of CBC program practices. Of the 3,147 respondents to the questionnaire 1,068 (33.9%) gave recommendations for improving implementation. The special recommendations given are listed in the order of those cited most frequently and shown in the following table. Recommendations cited fewer than ten times were all grouped under "Other Responses."

TABLE 31

RECOMMENDATIONS FOR IMPROVING CBC IMPLEMENTATION CITED BY PRINCIPALS, TEACHERS AND SUPPORT STAFF

Special Recommendations	Percent Citing the Recommendation			
	Total N=1,068	Principals N=98	Classroom Teachers N=808	Support Staff N=162
Provide more help with classroom management: smaller groups, less paperwork, teachers aides, more ditto masters and worksheets, textbooks following CBC for all, special equipment for science, vocational education.	25.4	16 3	27.2	21.6
Offer more training (courses and workshops) for CBC instructors, principals, teachers, including demonstrations (live, closed circuit TV).	25.0	36.7	24.6	19.8
Provide more released time for planning on grade level, workshops, follow-up, and personnel to cover classes.	23.3	36.7	22.8	17.9
Plan more teacher input, participation, assistance, discussion, team work; de-emphasize rating of teachers.	10.4	11.2	9.9	12.3
Improve monitoring of the program.	7.8	28.6	5.7	6.2

Table 31 (continued)

RECOMMENDATIONS FOR IMPROVING CBC IMPLEMENTATION CITED BY PRINCIPALS, TEACHERS AND SUPPORT STAFF

Special Recommendations	Percent Citing the Recommendation			
	Total N=1,068	Principals N=98	Classroom Teachers N=808	Support Staff N=162
Revise the evaluation of CBC, making report cards measure CBC goals, developing standardized forms for assessment. data, measuring SPP.	7.4	20.4	5.1	11.1
Provide CBC guides for areas that are lacking - pre-kgn., kgn., trades, etc.	6.6	10.2	4.9	12.9
Plan for increased involvement of parents and community	6.1	3.1	6.8	4.3
Provide student support services-counseling, special help for disruptive students, students with high absenteeism.	4.8	8.2	4.7	3.1
Provide materials at beginning of school year; or time.	4.1	6.1	3.6	5.6
Have testing program to assess student's entry level; make data available to teachers, parents.	3.7	5.1	3.9	1.2
Promote students only if goals are achieved; no social promotions.	1.0	0.0	1.1	1.2
Other Responses	13.9	23.5	12.5	14.8

Some respondents cited more than one recommendation; thus, the percentages shown refer to the number who cited each individual recommendation listed. Of the 98 principals giving recommendations the greater number (36%) recommended "more training" and "more release time" as being necessary to improve CBC implementation. The greater number of teachers (27%) and support staff (21%) recommended "more help with classroom management" as being necessary to improve CBC implementation.

Summary

The second objective which served to focus the evaluation of CBC was to describe the implementation of CBC program practices. The examination of the objective pertaining to implementation of program practices involved the determination of which practices were operational in the school buildings as viewed by principals and school staff. More specifically, the following information regarding the implementation of CBC program practices was sought:

- The extent to which each of the program practices have been implemented in all schools according to principals, classroom teachers, and support staff
- The CBC program practices requiring additional help, and materials for implementation
- The implementation elements being conducted on a wide-range basis and those that are more problematic
- The program practices designated by faculty and principals as contributing most to student achievement
- The relationship between the amount of training in CBC staff development activities for teachers and support staff and the rating given to the overall level of CBC implementation in the building
- The involvement of principals, teachers, and support staff in CBC activities
- The ratings given by those in the three position categories to their involvement and level of satisfaction with the CBC effort.

From this section of the report, the following information emerges:

1. Classroom teachers and support teachers are more similar in their views of the degree of implementation of the program practices than either group is relative

to the principal response group. In general, a larger percentage of principals tended to indicate that a program practice was being implemented, thus creating the lack of consensus among all groups.

2. The program practices that were consistently designated by a large percentage of principals and classroom teachers as being implemented were:

   - Use of available CBC Curriculum Guides
   - Use of Scope and Sequence Documents
   - Objectives stated clearly to students daily
   - Emphasis placed on skills in reading, mathematics, oral, and written communication
   - Collection of diagnostic/assessment data on all students to identify entry and instructional levels
   - CBC record keeping and reporting student progress daily, weekly, monthly, and yearly

3. There were ten program practices for which there was substantial discrepancy in the percent (10 or more percentage points) of principals and classroom teachers indicating that the practice was being implemented

4. The differences in the degree of implementation of the program practices as indicated by the staffs at the various educational levels is most apparent between the elementary and secondary levels. A greater percentage of the staff at the elementary level indicated that program practices were operational in the schools as compared to the staff at the other four levels.

5. From a list of six possible explanations, the need for additional training was the principal reason cited by the greatest percentage of respondents for not implementing a program practice. There were eleven practices identified by the total staff that required additional training in order to fully implement the practice. Five program practices were identified by both teachers and support staff as posing operational difficulty. Whereas, the one explanation given by support staff as to why the practices were posing difficulty was that the practice was not a requirement for them, classroom teachers gave the explanation that additional training was needed and an insufficient amount of time for the development of the practice was allotted. The process for obtaining parent and community input and feedback regarding the CBC instructional

program was the one problem activity identified by the majority of respondents in all position groups.

6. Administrators and faculty in high and low achieving schools identified the same four program practices which they believe contributed to student achievement, however, the order of the ranking differed as well as the percent of faculty stating that the practice was implemented. The two groups of high and low implementers differed significantly in their implementation of five additional program practices.

7. Using a scale which ranged from 1 to 10, the majority of the principals and staff evaluated their level of implementation in the high range, ratings of 8. However, staff at the special education level gave estimates of implementation that were significantly lower than those at the other four levels. Data were also provided which showed that those persons who received more training in CBC tended to rate their level of implementation of the program practices higher, while those persons receiving less CBC training rated the sessions lower.

8. On the average, respondents at each position level had little involvement in the activity of writing curriculum. At the school level, respondents in the combination elementary/secondary level and the secondary level spent significantly more time engaged in curriculum writing than the staff at the elementary level. Principals and support staff were significantly more involved in developing the school action plan and serving on the school CBC team than were classroom teachers.

9. Teachers implementing at least 18 program practices were designated as high implementers, teachers implementing 10 to 17 practices were defined as moderate implementers and those implementing 9 or fewer practices were defined as low implementers. A contrast of the three implementation groups of classroom teachers identified a relationship between a positive regard of the competency-based curriculum and a willingness to implement the activities associated with it. Teachers who were identified as high implementers tended to have the following characteristics:

   - Taught at the elementary level
   - Were favorable toward the overall quality of CBC staff development

- Designated the best aspects of CBC to be the curriculum design, curriculum content, and the preparation given to teachers to implement CBC

- Emphasized skills in reading, mathematics, oral and written communications as well as other practices related to the CBC technology and instructional strategies

SECTION III - REACTIONS TO CBC IMPLEMENTATION

The third objective in the evaluation of CBC was "to survey principals and staff as to the success of CBC" as measured by their reactions to CBC implementation. The reactions to CBC implementation were determined from ratings given by principals, classroom teachers and support staff in certain defined areas. The type of measurement of success and the areas examined were as follows:

- Ratings of the curriculum, dissemination, leadership and supervisory components of CBC
- Rankings of nine educational outcomes
- Values given to CBC for classroom instruction, for an instructional approach, and for student achievement
- Level of satisfaction ratings with the overall CBC effort

Data Source

The data pertaining to the third objective were obtained from Part III (CBC Assessment Scale) of the questionnaires distributed to principals and staff. The data are summarized according to: (1) the three position categories--principals, classroom teachers, and support staff--and (2) the five school levels--elementary staff, secondary staff, elementary/secondary staff, alternative high schools' staff, and special education staff.

Analyses

Ratings of the Curriculum, Dissemination, Leadership and Supervisory Components of CBC

Background and statistical procedures. The first analysis regarding the views toward the success of CBC examined the curriculum, dissemination of information regarding CBC, leadership and supervisory components of CBC. The mean ratings of 15 CBC components were compared for respondents in the three

position categories and for the five school levels. The means can range from a maximum of 3.0, indicating an "exemplary" aspect of CBC, to a minimum of 1.0, indicating an aspect of CBC that has a great need for improvement. The mean ratings are ranked from high to low for each position group. The code letters in Table 32 correspond to each of the 15 defined aspects of the CBC effort. The 15 aspects of CBC that were rated either "exemplary," "little need for improvement," or "great need for improvement" were:

- The curriculum design
- The curriculum content
- The format of the Curriculum Guides
- The useability of the Curriculum Guides
- The availability of curriculum-related materials
- The preparation for CBC implementation given to:
  (a) teachers
  (b) administrators
- Dissemination of information regarding CBC to:
  (a) teachers
  (b) administrators
  (c) the community
  (d) parents
- Leadership for implementation of CBC from:
  (a) principals
  (b) regional administrators
  (c) central administrators
- Supervision and evaluation of teachers' instruction in CBC

Findings. Table 32 indicates that both classroom teachers and support staff gave leadership for implementation of CBC from principals (L) the top ranking in their estimation of the success of the CBC implementation. The design of the curriculum (A) and the content of the curriculum (B) were the two additional areas of the curriculum receiving top ratings. All three position categories indicated that the availability of curriculum-related materials (E) and dissemination of information regarding CBC to the community (J)

Table 32

MEAN RATINGS FOR THE CURRICULUM, DISSEMINATION, LEADERSHIP, AND SUPERVISORY COMPONENTS OF CBC

Code Letters	Aspects of CBC
A.	The curriculum design
B.	The curriculum content
C.	The format of the Curriculum Guides
D.	The useability of the Curriculum Guides
E.	The availability of curriculum-related materials
	The preparation for CBC implementation given to:
F.	Teachers
G.	Administrators
	Dissemination of information regarding CBC to:
H.	Teachers
I.	Administrators
J.	The community
K.	Parents
	Leadership for implementation of CBC from:
L.	Principals
M.	Regional administrators
N.	Central administrators
O.	Supervision and evaluation of teachers' instruction in CBC

Total Staff		Position Categories					
		Principals		Classroom Teachers		Support Staff	
Code	Mean	Code	Mean	Code	Mean	Code	Mean
L	2.19	A	2.39	L	2.16	L	2.27
A	2.17	G	2.32	A	2.15	B	2.26
B	2.17	L	2.31	B	2.15	A	2.21
I	2.17	I	2.30	I	2.15	I	2.21
H	2.14	M	2.30	H	2.13	H	2.19
C	2.11	B	2.26	C	2.09	M	2.18
M	2.11	H	2.25	M	2.08	C	2.17
D	2.08	C	2.24	D	2.07	F	2.13
F	2.07	D	2.19	F	2.05	G	2.13
G	2.07	F	2.17	O	2.04	D	2.12
O	2.04	N	2.17	G	2.03	N	2.09
N	2.03	O	2.11	N	2.01	O	2.05
E	1.86	E	2.00	E	1.85	E	1.91
J	1.61	K	1.70	J	1.60	J	1.68
K	1.60	J	1.67	K	1.57	K	1.68

and parents (K) needed improvement. The means of these aspects (E, J and K) are at or below the 2.0 mark. For all three categories of respondents, the component labeled supervision and evaluation of teachers' instruction in CBC (O) was also consistently low in the rankings.

The rankings of the classroom teachers and support staff were quite similar--six areas were given the same placement in the rankings (L, I, H, E, J and K) for the two groups and four other areas were given reversed ranking positions (A, B, M and C). Overall, the mean ratings were relatively low. The highest possible mean rating was 3.0. The highest recorded mean was 2.39 given by the principal respondent group. The recorded means suggest that, for those who responded, very few gave exemplary ratings to the areas listed, instead, most ratings reflected some need for improvement.

Rankings of Nine Educational Outcomes

Background and statistical procedures. This analysis examines nine educational outcomes of the implementation of CBC. It identifies the three outcomes most influenced by CBC and the one outcome least influenced by CBC as indicated by building principals and staff. The nine educational outcomes for consideration were:

- Student achievement
- Provisions for instructional resources in the schools
- Teachers' enthusiasm for teaching
- Lesson preparation time
- Student attendance
- Communication about issues related to CBC between building administrators and staff
- Instructional organization of the schools
- Quality of classroom instruction
- Students' attitude toward learning

Table 33 shows the ranking results for the three position categories separately while Table 34 shows the ranking results for principals and staff at the five school instructional levels.

Findings. The analyses show that for the three position groups, the outcomes most positively affected by CBC were the same, but that the rank positions were different. The three outcomes identified as being positively affected by CBC were quality of classroom instruction, instructional organization of the schools and student achievement. Respondents in all three position categories indicated that student attendance was the educational outcome least positively influenced by CBC. About one-third of the respondents in all three position groups identified this outcome as being least affected by the CBC effort.

Table 33

EDUCATIONAL OUTCOMES AFFECTED BY CBC ACCORDING TO POSITION CATEGORIES

Educational Outcomes	Ranking by Position Category		
	Principals	Classroom Teachers	Support Staff
CBC had the most positive effect:			
• On the quality of classroom instruction	1	1	3
• On student achievement	3	2	2
• In the instructional organization of the school	2	3	1
CBC had the least positive effect:			
• On student attendance	1	1	1

Table 34, which appears on the following page, presents an analysis which compares the responses at the five school levels. This table shows that personnel at the elementary level and secondary level were consistent in their rankings. At these levels the educational outcomes most affected by CBC were identi-

Table 34

EDUCATIONAL OUTCOMES AFFECTED BY CBC
ACCORDING TO SCHOOL LEVELS

Areas	Ranking by School Level				
	Elem	Sec	Elem/Sec	AHS	Sp Ed
CBC had the <u>most positive effect</u> on:					
• The quality of classroom instruction	1	1	1	2	2
• Student achievement	2	2	-	1	-
• The instructional organization of the school	3	3	2	-	1
• Communication about issues related to CBC between building administrators and staff	-	-	-	3	-
• Teachers' enthusiasm for teaching	-	-	-	-	3
CBC had the <u>least positive effect</u> on:					
• Student attendance	1	1	1	1	-
• Communication about issues related to CBC between building administrators and staff	-	-	-	-	1

CODE:

Elem = Elementary
Sec = Secondary
Elem/Sec = Combination Elementary and Secondary
AHS = Alternative High School
Sp Ed = Special Education

fied as quality of classroom instruction, student achievement, and instructional organization of the schools. Communication about issues related to CBC between building administrators and staff was ranked as third by elementary/secondary staff and alternative high school staff. Teachers' enthusiasm for teaching, an outcome not previously identified at the other levels, was ranked third by special education staff. All five school levels indicated that quality of classroom instruction was a positive outcome of CBC. With the exception of the special education level, the school staffs indicated that the CBC effort had the least positive effect in student attendance. Staff at the special education level indicated that communication about issues related to CBC between building administrators and staff was least affected by CBC, a result quite different from staff at the elementary/secondary and alternative high school level. The staff at these levels rated the communication area as the third most positively affected outcome.

Other educational outcomes that were listed for consideration on the questionnaires, but were not given either a positive or negative distinction by the respondents were:

- Provisions for instructional resources in the schools
- Lesson preparation time
- Students' attitude toward learning

Values Given to CBC for Classroom Instruction, for an Instructional Approach, and for Student Achievement

Background and statistical procedures. Respondents were asked to rate the value of the Competency-Based Curriculum in three areas--effective classroom instruction by teachers, an instructional approach and student achievement. The rating scale used to assess the merits of these three areas ranged in value from a low of 1 to a high of 10. The ratings given by respondents in each of the position categories to the three areas are summarized in

Tablas 35, 36 and 37. The data reflects the percent of respondents who assigned one of the scale values to a specific area. The mean ratings could range from 1 to 10.

Findings. Table 35 presents the response distributions and mean ratings of the estimates by the responders of the value of CBC for effective classroom instruction by teachers. The mean ratings were moderately high (7.5 - 8.3) with the principals ratings (8.3) being significantly higher than the ratings of the classroom teachers (7.5) and the support staff (7.6). More than 50% of the responses for all three position categories were in the range of rating 8 through 10. A similar pattern of responses was obtained for ratings of the value of CBC as an instructional approach. Table 36 presents the results of this analysis. Again, the mean ratings were moderately high (7.3 - 8.3), the principals' ratings (8.3) were significantly higher than the ratings of classroom teachers (7.3) and support teachers (7.6), and more than 50% of the responses for all three position groups were in the range of ratings 8 to 10. The ratings of value of CBC for student achievement (Table 37) shows some variation from the previous two areas examined. The mean ratings are lower, ranging from 7.0 to 7.8. The principals rated this area significantly higher than did the support staff and classroom teachers. Whereas, the distribution of responses for the previous two areas showed a pattern in which more than 50% of the responses were in the range of ratings 8 through 10, this range accounted for approximately 45% of ratings for student achievement.

Table 35

PERCENT DISTRIBUTION AND MEAN RATINGS OF THE RESPONSES AS TO THE VALUE OF CBC FOR EFFECTIVE CLASSROOM INSTRUCTION BY TEACHERS

Position Category		Scale Values 1	2	3	4	5	6	7	8	9	10	Mean Rating
Principals	%	0.0%	0.0%	0.0%	0.7%	2.1%	5.6%	12.6%	36.4%	19.6%	23.1%	8.3
	N	0	0	0	1	3	8	18	52	28	33	
Classroom Teachers	%	1.0%	0.8%	2.0%	2.2%	11.5%	8.2%	16.7%	27.3%	17.1%	13.2%	7.5
	N	22	19	45	50	261	185	379	618	388	300	
Support Staff	%	0.8%	1.1%	1.9%	2.9%	9.3%	7.2%	18.8%	25.2%	14.9%	18.0%	7.6
	N	3	4	7	11	35	27	71	95	56	68	

Table 36

PERCENT DISTRIBUTION AND MEAN RATINGS OF THE RESPONSES AS TO THE VALUE OF CBC AS AN INSTRUCTIONAL APPROACH COMPARED TO OTHER FAMILIAR APPROACHES

Position Category		Scale Values 1	2	3	4	5	6	7	8	9	10	Mean Rating
Principals	%	0.0%	0.0%	0.0%	1.4%	2.8%	5.0%	17.0%	24.1%	26.2%	23.4%	8.3
	N	0	0	0	2	4	7	24	34	37	33	
Classroom Teachers	%	1.4%	1.3%	2.3%	2.8%	13.5%	8.9%	15.3%	26.1%	16.9%	11.5%	7.3
	N	31	30	51	62	302	199	342	583	378	258	
Support Staff	%	0.3%	1.3%	1.3%	2.1%	11.4%	8.2%	16.5%	26.3%	17.6%	14.9%	7.6
	N	1	5	5	8	43	31	62	99	66	56	

Table 37

PERCENT DISTRIBUTION AND MEAN RATINGS OF THE RESPONSES AS TO THE VALUE OF CBC FOR STUDENT ACHIEVEMENT

Position Category		Scale Values 1	2	3	4	5	6	7	8	9	10	Mean Rating
Principals	%	0.0%	0.0%	0.0%	2.1%	5.7%	7.1%	21.3%	35.5%	15.6%	12.8%	7.8
	N	0	0	0	3	8	10	30	50	22	18	
Classroom Teachers	%	1.3%	1.0%	2.7%	3.0%	15.5%	12.3%	20.4%	23.1%	13.3%	7.4%	7.0
	N	29	23	60	68	345	274	454	515	297	165	
Support Staff	%	0.5%	0.5%	1.9%	4.9%	12.1%	12.4%	21.2%	26.1%	12.4%	8.0%	7.1
	N	2	2	7	18	44	45	77	95	45	29	

Level of Satisfaction With the Overall CBC Effort

Background and statistical procedures. Respondents' final reactions to CBC involved measurement of their level of satisfaction with CBC. Respondents to the questionnaire were asked to describe their level of satisfaction with the CBC effort using three descriptors--low level of satisfaction, moderate level of satisfaction and high level of satisfaction. This reaction to CBC was analyzed by comparing percent distributions for the three position groups and the five school levels. Each of the three descriptive responses was given a numerical value with the "low" response receiving a value of 1, a "moderate" response receiving a value of 2, and a "high level" response receiving a value of 3. The highest possible mean rating was 3.0.

Findings. The upper section of Table 38 summarizes the response distribution and mean ratings for the staff in the three position categories as to their level of satisfaction with CBC. A majority of the principals (56.6%) indicated a high level of satisfaction with CBC. A majority of classroom teachers (60.9%) and support staff (57.1%) indicated a moderate level of satisfaction. The mean ratings were 2.6 for principals and 2.3 for classroom teachers and support staff. The mean rating for principals was significantly more positive than the means for the staff in the other two position categories.

The lower section of Table 38 presents the response percentages and mean ratings for the staff at the five school instructional levels as to their level of satisfaction with the CBC effort. At each of the five school instructional levels, a majority of the staff indicated a moderate level of satisfaction with CBC. Almost one-fourth (23.5%) of the special education staff indicated a low level of satisfaction. The analysis of mean scores indicated that the special education group was significantly lower than staff at the elementary level, the secondary level, and the alternative high school level. The mean of the responses for elementary staff was significantly higher than the mean of the

responses of the secondary group.

An analysis of data which was conducted in conjunction with the section of the report pertaining to the implementation of CBC, presented indication that there is a relationship between involvement in CBC activities and level of satisfaction with the CBC effort. The significant correlation of .21 computed between the two variables suggests that those respondents who indicated involvement in the most CBC activities also tended to indicate a higher degree of satisfaction with CBC, while those who were less involved were less satisfied with the effort.

Table 38

RATING BY PERCENT AND NUMBER OF THE SATISFACTION WITH THE CBC EFFORT BY RESPONDENT CATEGORY AND BY RESPONDENT INSTRUCTIONAL ASSIGNMENT

Position Categories	Satisfaction With CBC Effort						Mean Ratings
	Low		Moderate		High		
	%	N	%	N	%	N	
Principals	0.0%	0	43.3%	62	56.6%	81	2.6
Classroom Teachers	6.6%	148	60.9%	1,375	32.6%	734	2.3
Support Staff	6.3%	25	57.1%	228	36.6%	146	2.3
School Levels							
Elementary	3.8%	60	56.6%	895	39.6%	626	2.4
Secondary	8.9%	99	63.7%	709	27.4%	305	2.2
Combination Elementary/Secondary	0.0%	0	68.2%	15	31.8%	7	2.3
Alternative High School	12.0%	6	46.0%	23	42.0%	21	2.3
Special Education	23.5%	8	67.6%	23	8.8%	3	1.9

Major Strengths of the CBC Effort Over the Last Three Years

Part III of the CBC Implementation Questionnaire asked respondents to provide three words or phrases to describe the strengths of the CBC program, as they saw it, at the close of a three-year period of experimentation and implementation. Of those who actually responded to the item, 133 were principals and 1,878 were classroom teachers and support staff.

Table 39

A SUMMARY OF THE NUMBER OF RESPONSES BY PRINCIPALS, RELATIVE TO THEIR PERCEPTIONS OF THE SPECIAL STRENGTHS OF CBC

Type of Strength	Number of Responses
Well organized curriculum design	34
Available, coordinated Curriculum Guides	28
Continuity and consistency of instruction	22
Systematic approach and direction	19
Clear goals and objectives stated	17
Workshops and CBC Courses provided	16
Effective instruction and implementation	13
CBC Technology and Instructional Strategies	10
Abundance and availability of resources	9
Mastery of skills	8
Students are aware of their expected outcomes	7
Scope and Sequence	7
Testing and Assessment	6
Measured student progress	6
Promotes planning	6
Student achievement	5
Provided additional ways for teachers to meet student's individual differences	5
Special efforts and support by teachers, students, parents, and administrators	5
Teachers were more involved	4
Dissemination of materials and information to teachers	4
Student enthusiasm increased participation	2
Informative and precise	1

The first five responses appear also among those strengths enumerated by classroom teachers and others, although not in the same order. "Continuity and consistency of instruction" is ranked third by the principals but twelfth by the classroom teachers. "Systematic approach and direction" is rated fourth by the principals and seventh by the teachers. "Clear goals and objectives stated" is rated fifth by the principals, but third by the staff. Similarly, "Testing and Assessment" and Scope and Sequence documents" were ranked in fourth and fifth place by the teachers and omitted altogether by the principals. A summary of classroom teachers' perceptions of the special strengths of CBC over the last three years is shown in Table 40.

Table 40

A SUMMARY OF THE NUMBER OF RESPONSES BY CLASSROOM TEACHERS, RELATIVE TO THEIR PERCEPTIONS OF THE SPECIAL STRENGTHS OF CBC

Type of Strength	Number of Responses
Well organized curriculum design	351
Available and coordinated Curriculum Guides	232
Stated clear goals and objectives	215
Testing and Assessment	144
Scope and Sequence documents	130
Measured student progress	125
Systematic approach and direction	121
Effective instruction and implementation	117
Promotes student achievement	112
Promotes classroom planning	105
CBC Technology and Instructional Strategies	99
Continuity and consistency of instruction	97
Workshops and CBC courses provided for staff development	84
Provided for individualized instruction	83
Students were aware of their expected outcomes	81
Mastery of skills including reading and mathematics	80
Very helpful	40
Teachers were more involved	40
Special efforts and support by teachers, students, parents and administrators	32
Informative and precise	27
Dissemination of materials and information to teachers	27
Student enthusiasm increased participation	22
Good classroom management	13
Workable	10
Flexible	9
Accountability	7

The support staff in the local schools agreed with both principals and classroom teachers that the special strengths of CBC were the well-organized curriculum design and the available and coordinated curriculum guides. The other strengths of CBC as perceived by support staff are shown in Table 41.

Table 41

A SUMMARY OF THE NUMBER OF RESPONSES BY SUPPORT STAFF, RELATIVE TO THEIR PERCEPTIONS OF THE SPECIAL STRENGTHS OF CBC

Type of Strength	Number of Responses
Well organized curriculum design	72
Available and coordinated Curriculum Guides	54
Goals and objectives stated clearly	39
Testing and Assessment	39
Systematic approach and direction	28
Workshops and CBC courses provided for staff development	27
Provided additional ways for teachers to meet student's individual differences	26
Measured student progress	22
Student achievement promoted	22
Continuity and consistency of instruction	22
Scope and Sequence	21
Effective instruction and implementation	21
Mastery of skills	20
Promoted planning	19
CBC Technology and Instructional Strategies	15
Informative and precise	11
Student's were aware of their expected outcomes	8
Teachers were more involved	8
Special efforts and support by teachers, students, parents, and administrators	7
Very helpful	6
Dissemination of materials and information to teachers	4
Student enthusiasm increased participation	2

Major Weaknesses of the CBC Effort Over the Last Three Years

Part III of the CBC Implementation Questionnaire concluded with the research question asking respondents to list three words or three short phrases to describe the major weaknesses of the CBC effort over the last three years. The 1,732 respondents who answered question 5 included 123 principals, 1,490 classroom teachers, and 119 counselors, librarians, and school-based teachers. The weaknesses of CBC cited by more than ten percent of the principals are shown in the following table.

Table 42

A SUMMARY OF THE NUMBER OF RESPONSES BY PRINCIPALS, RELATIVE TO THEIR PERCEPTIONS OF THE MAJOR WEAKNESSES OF CBC

Type of Weakness	Number of Responses
Insufficient time for planning and staff development	37
Need more release time for teacher planning and staff development	19
Too much paper work and record keeping is time-consuming	14
The lateness of inadequate flow of materials, equipment, and Curriculum Guides	14
Limited materials including curriculum guides, equipment, textbooks, and other resources	10
Not enough workshops (staff development)	10
Lack of interest and enthusiasm by teachers	10
Lack of community and parental support	8
Grading system needs adjustment	8
Monitoring of CBC effort not totally enforced	8
Curriculum Guides are too bulky and cumbersome	7
Lack of dissemination of information to teachers and community	5
Too structured and restrictive curriculum	3
Not enough emphasis has been given to developing cirriculum guides for all subject areas such as Special Education and Music	2
Class size is too large for individualized instruction	1
Poor attendance by students	1
Lack of communication	1

Classroom teachers and support staff agreed with the principals in giving the three major weaknesses as insufficient time for preparation, lateness and

inadequacy of materials provided, and excessive paperwork and record keeping. They also specified the need for more workshops or staff development. Whereas, principals cited lack of interest and enthusiasm by teachers as a weakness, teachers and support staff listed lack of community and parental support as a major weakness. The following is a summary of weaknesses cited by teachers (Table 43) and support staff (Table 44).

Table 43

A SUMMARY OF THE NUMBER OF RESPONSES BY CLASSROOM TEACHERS, RELATIVE TO THEIR PERCEPTIONS OF THE MAJOR WEAKNESSES OF CBC

Type of Weakness	Number of Responses
Insufficient time for planning and staff development	327
Too much paper work and record keeping is time consuming	260
Limited materials provided for teachers including Curriculum Guides, textbooks, and other resources	169
The lateness of inadequate flow of materials, Curriculum Guides and other materials	130
Lack of community and parental support	90
Too structured and restrictive curriculum	86
Not enough workshops	76
Curriculum Guides too bulky and cumbersome	59
Need more release time for teacher planning and staff development	55
Not enough emphasis has been given to the development of Curriculum Guides in all subject areas, such as Special Education	54
Lack of interest and enthusiasm by teachers	43
Lack of communication	38
Grading system needs adjustment	33
Discipline problems in the classroom	31
Monitoring not totally enforced	29
Class size too large for individualized instruction	25
Lack of organization in Curriculum Guides (Table of Contents)	22
Poor student attendance	22
Inadequate application in the classroom	20
Need teacher aides	19
Lack of dissemination of information to teachers and community	17
Curriculum bogged down with terminology	17

Table 44

A SUMMARY OF THE NUMBER OF RESPONSES BY SUPPORT STAFF, RELATIVE TO THEIR PERCEPTIONS OF THE MAJOR WEAKNESSES OF CBC

Type of Weakness	Number of Responses
Insufficient time for teacher planning and staff development	56
Too much paper work and record keeping is time consuming	40
Limited materials provided for teachers including Curriculum Guides, textbooks, and other resources	40
Not enough emphasis has been given to developing Curriculum Guides in all subject areas such as Special Education	18
The lateness of inadequate and limited flow of materials, Curriculum Guides and other resources	18
Not enough workshops	14
Lack of community and parental support	13
Grading system needs adjustment	12
Curriculum Guides are too bulky and cumbersome	11
Too structured and restrictive curriculum	10
Need more release time for teacher planning and staff development	8
Monitoring is not totally enforced	8
Lack of communication	7
Poor student attendance	5
Lack of dissemination of information to teachers and community	5
Curriculum bogged down with terminology	5
Lack of interest and enthusiasm by teachers	5
Lack of organization in CBC Guides (Table of Contents)	4
Discipline problems in the classroom	3
Need teacher aides	3
Class size too large for individualized instruction	2

Summary

The objective in the evaluation design of CBC implementation to survey principals and staff as to the success of CBC was examined in the following ways:

- Ratings of the curriculum, dissemination, leadership and supervisory components of CBC
- Rankings of nine educational outcomes affected by CBC
- Values given to CBC for classroom instruction, for an instructional approach, and for student achievement
- Ratings of the level of satisfaction given the overall CBC effort

The major highlights of this section of the report included the following:

1. Both classroom teachers and support staff indicated that the content of the curriculum and the design of the curriculum were the two most successful components of the curriculum itself; non-curriculum components which were favored was the leadership for implementation of CBC given by principals. All three position categories were in agreement that the availability of curriculum-related materials and dissemination of information regarding CBC to the community and parents were areas needing improvement.

2. The educational outcome identified by respondents in all three position groups that were most positively affected by CBC were the quality of classroom instruction, instructional organization of the schools and student achievement. Respondents in all three position categories indicated that student attendance was the educational outcome least positively influenced by CBC. Staff at the special education level indicated that communication about issues related to CBC between building administrators and staff was least affected by CBC, a result quite different from the staff at the elementary, secondary and alternative high school levels.

3. Although the rating was relatively high (7 on a scale of 10), student achievement received a value rating lower than two other areas of CBC that were examined. (The two other areas were the value of CBC for effective classroom instruction by teachers and the value of CBC as an instructional approach compared to other familiar approaches).

4. A majority of principals (56.6%) indicated a high level of satisfaction with CBC; however, a majority of classroom teachers (60.9%) and support staff (57.1%) indicated a moderate level of satisfaction with CBC. In general, principals were significantly more satisfied with the CBC effort than were classroom teachers and support staff.

SECTION IV - STUDENT OUTCOMES

The fourth objective which served to focus the evaluation of CBC was stated as follows: "To assess student outcomes as reflected by variables which relate to the emphasis given to CBC." Through data available from the Evaluation System schools, this objective was examined to offer information about the following outcome variables:

- Student achievement in reading and mathematics, grades 1 - 6, as measured by the Prescriptive Reading Test (PRT) and the Prescriptive Mathematics Test (PMT)
- Student achievement in reading, mathematics, language, and science, grades 3 and 6 as measured by the Comprehensive Test of Basic Skills (CTBS)
- Student absence rate and class holding rate
- Reading interest and amount of self-initiated reading

Data Source

From records maintained in RPE and the CBC Center, two lists of teachers were secured. One list contained the names of teachers who participated in the validation of newly developed curriculum materials in the areas of reading, mathematics, language arts, and science. These teachers were designated as pilot teachers during the 1978-79 school year. The other list contained the names of teachers who were involved in implementing the revised curriculum materials and in emphasizing specific non-curriculum activities which support the CBC concept. These teachers were designated as prototype teachers during the 1978-79 school year.

Using data that is systematically collected through and maintained in the Evaluation System (ES) it was possible to examine the student outcome variables listed above. Data from the 1978-79 school year were tabulated for the students

of the pilot teachers and students of the prototype teachers. Teachers in selected ES comparison schools not actively participating in the developmental stages of CBC were identified. One group of teachers served as comparison for the pilot teachers and the same group served as comparison for the prototype teachers. In the analyses which follow, the students of the comparison group is compared to students of the pilot and prototype groups, respectively, on variables of student achievement, absence, and reading interest. Each of these areas for discussion will be presented in the analyses section of this report.

Analyses

Student Achievement in Reading and Mathematics

Background and statistical procedures. This analysis compares the percentage of objectives mastered on the PRT and PMT by students enrolled in the CBC pilot and prototype school classrooms with those in comparison school classrooms by grade level. The mean posttest percentage of reading and mathematics objectives mastered adjusted for the mean percent of objectives mastered on the pretest were calculated and compared for grades 1 through 6. The adjusted percentage means and number of participating students for the CBC pilot and comparison groups are shown in Table 45. The adjusted percentage means and number of participating students for the CBC prototype and comparison groups are displayed in Table 46.

Findings. The data reported in this section describe the posttest mean percentages of reading and mathematics objectives mastered on the PRT and PMT, respectively. The lefthand side of Table 45 shows the CBC pilot group versus the comparison group in percent of reading objectives mastered on the PRT for each grade. The percentage of objectives mastered for students in both pilot and comparison groups ranged from 83% to 90% for grades 1 - 3 and from 73% to 79% for grades 4 - 6. The percentage of objectives mastered by students in the pilot group decrease as the grade level increases. This trend is reversed at grade five

Table 45

POSTTEST 1/ PERCENTAGES OF READING AND MATHEMATICS OBJECTIVES MASTERED BY STUDENTS IN THE CBC PILOT AND COMPARISON GROUPS BY GRADE LEVELS ONE - SIX

Grade Level	Reading				Mathematics			
	CBC Pilot Group Posttest Mean		Comparison Group Posttest Mean		CBC Pilot Group Posttest Mean		Comparison Group Posttest Mean	
	%	N	%	N	%	N	%	N
1	90.1***	40	86.1	197	76.1	40	71.5	197
2	88.1	32	87.0	263	86.4***	32	73.9	263
3	82.8	54	83.8	334	67.5	54	66.5	334
4	77.8	63	77.6	133	64.5	63	61.4	133
5	77.2	54	79.4	198	58.3	54	62.7*	198
6	72.6	46)	74.8	176	47.7	46	56.1*	176

Significant Differences:

* Comparison group significantly higher than pilot group.

*** Pilot group significantly higher than comparison group.

Table 46

POSTTEST 1/ PERCENTAGES OF READING AND MATHEMATICS OBJECTIVES MASTERED BY STUDENTS IN CBC PROTOTYPE AND COMPARISON GROUPS BY GRADE LEVELS ONE - SIX

Grade Level	Reading				Mathematics			
	CBC Prototype Group Posttest Mean		Comparison Group Posttest Mean		CBC Prototype Group Posttest Mean		Comparison Group Posttest Mean	
	%	N	%	N	%	N	%	N
1	87.2	93	86.2	197	77.3	93	70.6	197
2	82.6	38	86.9**	263	65.7	38	74.5**	263
3	87.5	25	83.1	334	63.2	25	65.5	334
4	76.2	24	77.6	133	54.3	24	59.4	133
5	78.0	45	79.4	198	55.4	45	63.1**	198
6	74.4	19	76.0	176	54.6	19	56.3	176

Significant Differences:

** Comparison group significantly higher than prototype group.

1/ Posttest means are statistically adjusted to take into account the percent of objectives mastered on the pretest.

for students in the comparison group. At grade 2, the posttest mean for the pilot group (90.1%) was significantly higher than the posttest mean for the comparison group (86.1%). This is the only significantly different PRT outcome between the two groups.

The righthand side of Table 45 represents the CBC pilot group versus the comparison group in the percent of mathematics objectives mastered on the PMT for each grade. This section of the table shows that the percent of objectives mastered for both the pilot and comparison groups range from 72% to 86% for grades 1 and 2 but are somewhat lower in range (48% to 68%) for grades 3 through 6. At grades 5 and 6, the percent of mastery is significantly higher for the comparison group (62.7% and 56.1%, respectively) than the means for the CBC pilot group (58.3% and 47.7%, respectively). These are the only significantly different PMT outcomes between the two groups.

Table 46 compares the posttest percent of reading and mathematics objectives mastered for students in the CBC prototype group and students in the comparison group. The lefthand section of the table shows that the percentage of objectives mastered for students in both groups are high for the first three grades (83% to 88%) and still fairly high (74% to 79%) for grades 4 - 6. At grade level 2, the posttest mean for the comparison group (86.9%) was significantly higher than the posttest mean for the CBC prototype group (82.6%). This is the only significant difference in PRT outcome for the two groups.

The righthand side of Table 46 compares the percentage of objectives mastered on the PMT for the six grades. This section of the table shows that the percentage of objectives mastered gets lower as the grade level increases, except for grade 2 of the comparison group. At grades 2 and 5, the posttest means are significantly higher for students in the comparison group (74.5% and 63.1%, respectively) than for the students in the CBC prototype group (65.7% and 55.4%, respectively). These are the only significant different PMT outcomes for the two groups.

Student Absence Rate and Class Holding Rate

Background and statistical procedures. This analysis compares the mean student absence rate and class holding rate for students in CBC pilot and prototype classrooms with students in their respective comparison classrooms. Student absence rate is defined as the number of days a student is absent divided by the total number of school days. In the case of the student absence rate, a low mean percent is better than a high mean percent. Class holding rate is defined as the number of students who are members of a class for a whole year divided by the total number of classroom members. In the case of the class holding rate, a high percentage mean is better than a low percentage mean.

Findings. Table 47 compares the student absence rates of students in the CBC pilot and prototype groups with those of students in the comparison group. The left-hand section of Table 47 compares the student absence rate for students in the CBC pilot group to the students in the comparison group for the six grades. First and second graders in the CBC pilot group had the highest absence rates (10.0 and 12.8 percent of the total school days, respectively). For all but the third and sixth grades, the absence rates for students in the comparison group were less than the absence rates for students in the pilot schools. The largest and significant contrast in the absent rate occurred at the second grade, with comparison students absent 6.8% of the time and students in the in the pilot classrooms absent 12.8% of the time.

The righthand section of Table 47 compares mean absence rate for students in the CBC prototype group with the students in the comparison group for grades 1 through 6. For four of the six grades (1 - 3 and 5), the mean absence rates for students in the comparison group were lower than for students in the prototype group. For grades 2 and 5, this difference in mean percent of absences was significant, with students in the comparison group absent 6.8% and 6.7% of the time, respectively; while the mean absence rate for students in the proto-

type group was 9.3% and 8.8%, respectively.

Table 47

A COMPARISON OF ABSENCE RATES OF STUDENTS IN CBC PILOT AND PROTOTYPE GROUPS WITH STUDENTS IN THE COMPARISON GROUP BY GRADE LEVELS ONE - SIX

Grade Level	Absence Rate of Students							
	CBC Pilot Group Absence Rate		Comparison Group Absence Rate		CBC Prototype Group Absence Rate		Comparison Group Absence Rate	
	%	N	%	N	%	N	%	N
1	10.0	132	8.6	453	9.1	117	8.6	453
2	12.8	72	6.8*	444	9.3	68	6.8**	444
3	7.2	111	7.7	571	8.9	73	7.7	571
4	8.0	191	7.2	404	5.4	54	7.2	404
5	8.7	154	6.7	470	8.8	102	6.7**	470
6	8.2	128	8.2	446	5.4	58	8.2	446

Significant Differences:

* Comparison group significantly less than pilot group.
** Comparison group significantly less than prototype group.

Table 48 compares the class holding rate for CBC pilot/comparison and CBC prototype/comparison groups. The lefthand section of the table compares the mean class holding rate for the six grades in the pilot and comparison group classrooms. For the first three grades, classrooms in the comparison group had a significantly higher mean holding rate than classrooms in the pilot group indicating that for classrooms in the comparison group, a larger percentage of students remained in the same class for the entire school year. This trend was reversed for students in the fifth grade. At this grade level, 93.1% of the students remained in the CBC pilot group classes for one year; while 91.9% of the students in the comparison group classrooms remained in the same class for the entire year. The outcomes at these four grade levels (first through third, fifth) were the only significantly different outcomes for students in the two groups.

The right-hand section of Table 48 compares the mean class holding rate for students in the CBC prototype and comparison group classes for grades 1 through 6. With the exception of grade 2, the mean holding rate in the comparison group classrooms was significantly higher than the mean holding rate for the CBC prototype group classrooms. This suggests that the comparison group classrooms were more stable during the school year.

Table 48

A COMPARISON OF HOLDING RATE OF STUDENTS BY CLASS IN CBC PILOT AND PROTOTYPE GROUPS WITH CLASSES IN THE COMPARISON GROUP BY GRADE LEVELS ONE - SIX

Grade Level	Class Holding Rate of Students							
	CBC Pilot Group Holding Rate		Comparison Group Holding Rate		CBC Prototype Group Holding Rate		Comparison Group Holding Rate	
	%	N	%	N	%	N	%	N
1	86.1	132	90.5*	453	85.4	117	90.5**	453
2	84.5	72	90.1*	444	91.5	68	90.1	444
3	87.6	111	93.4*	571	91.0	73	93.4**	571
4	92.0	191	92.0	404	89.7	54	92.0**	404
5	93.1***	154	91.9	470	90.3	102	91.9**	470
6	94.9	128	94.9	446	92.5	58	94.9**	446

Significant Differences:

* Comparison group significantly higher than pilot group.
** Comparison group significantly higher than prototype group.
*** Pilot group significantly higher than comparison group.

Student Reading Interest and Amount of Self-Initiated Reading

Background and statistical procedures. This section compares the mean teacher ratings of students in the CBC pilot/comparison and CBC prototype/comparison group classrooms as to students' reading interest and amount of self-initiated reading. There were five levels on the reading interest rating scale. Teachers assigned one of the descriptive levels to each student in the class. The five descriptive levels and their numerical values are given on the following page.

Very interested	= 1
Moderately interested	= 2
Seldom interested	= 3
Not interested	= 4
Actively dislikes reading	= 5

Mean scores were computed using the numerical values of the scale. A lower mean is the most desirable. The amount of self-initiated reading scale had three levels. Teachers assigned one of the following descriptive levels to each student in the class:

Often	= 1
Sometimes	= 2
Never	= 3

As with reading interest, a low mean value is the most desirable.

Findings. Table 49 compares the mean reading interest rates for students in CBC pilot/comparison group and CBC prototype/comparison group classrooms. The lefthand side of the table contrasts the level of reading interest for students in CBC pilot and comparison groups in grades 1 through 6. For grades 1 and 3, the mean reading interest rates for students in the pilot group (1.7) was significantly lower than the mean reading interest rates for students in the comparison group (2.0). For grades 2 and 5, the opposite was true. The mean reading interest rates for students in the comparison group were significantly lower (2.0 and 2.1, respectively) than the mean reading interest rates for students in the CBC pilot group (2.3 and 2.2, respectively). The mean reading interest rates were slightly lower at the lower grade levels than at the higher grade levels for both groups of students.

The righthand section of Table 49 compares mean reading interest rates for students in the CBC prototype group to the students in the comparison group for grades 1 through 6. There was no clear trend across the six grade levels. At first grade, the mean reading interest rate for students in the prototype group (1.7) was significantly lower than that for students in the comparison group (2.0). At the third grade, the opposite was true. The students in comparison

groups showed a significantly lower interest in reading (2.0 rating) than did the students in the prototype group (2.4 rating).

Table 49

A COMPARISON OF READING INTEREST OF STUDENTS IN CBC PILOT AND PROTOTYPE GROUPS WITH STUDENTS IN COMPARISON GROUP BY GRADE LEVELS ONE - SIX

Grade Level	Student Reading Interest							
	CBC Pilot Group Mean Rating	N	Comparison Group Mean Rating	N	CBC Prototype Group Mean Rating	N	Comparison Group Mean Rating	N
1	1.7***	132	2.0	453	1.7****	117	2.0	453
2	2.3	72	2.0*	444	2.2	68	2.0	444
3	1.7***	111	2.0	571	2.4	73	2.0**	571
4	2.1	191	2.1	404	1.9	54	2.1	404
5	2.2	154	2.1*	470	2.1	102	2.1	470
6	2.3	128	2.1	446	1.9	58	2.1	446

Significant Differences:

* Comparison group significantly less than pilot group.
** Comparison group significantly less than prototype group.
*** Pilot group significantly less than comparison group.
**** Prototype group significantly less than comparison group.

Note: A low score is the most desirable.

Table 50 compares the amount of self-initiated reading for students in CBC pilot/comparison and CBC prototype/comparison group classrooms. The means range is from a high of 1 (often) to a low of 3 (never). The lefthand section of the table contrasts the mean reading amount for students in pilot and comparison groups for grades 1 through 6. For grade 1 and 3, the mean reading amount for CBC pilot students was significantly lower. For grade 2, this mean difference is reversed, with the students in the comparison group rated significantly lower (1.7) than the CBC pilot group students (2.0).

The righthand section of Table 50 compares the mean reading amount for students in the prototype group with the students in the comparison group for

grades 1 through 6. All means for both groups were rather close to a mean of 2, which is defined as "sometimes." At grades 1, 4, and 6, the mean reading amount ratings are significantly lower for students in the prototype group (1.6) than for students in the comparison group (1.8). At grades 2 and 3, the mean reading amount ratings are significantly lower for students in the comparison group (1.7) than for students in the CBC prototype group (1.9).

Table 50

A COMPARISON OF THE AMOUNT OF SELF-INITIATED READING OF STUDENTS IN CBC PILOT AND PROTOTYPE GROUPS WITH STUDENTS IN COMPARISON GROUP BY GRADE LEVELS ONE - SIX

Grade Level	Self-Initiated Reading by Students							
	CBC Pilot Group Mean Rating	N	Comparison Group Mean Rating	N	CBC Prototype Group Mean Rating	N	Comparison Group Mean Rating	N
1	1.5***	132	1.8	453	1.6****	117	1.8	453
2	2.0	72	1.7*	444	1.9	68	1.7**	444
3	1.5***	111	1.7	571	1.9	73	1.7**	571
4	1.8	191	1.8	404	1.6****	54	1.8	404
5	1.9	154	1.8	470	1.8	102	1.8	470
6	1.9	128	1.8	446	1.6****	58	1.8	446

Significant Differences

* Comparison group significantly less than pilot group.
** Comparison group significantly less than prototype group.
*** Pilot group significantly less than comparison group.
**** Prototype group significantly less than comparison group.

Note: A low score is most desirable.

Summary

The fourth objective which served to focus the evaluation of CBC was to assess student outcomes as reflected by variables which relate to the emphasis given to CBC. Through data available for school year 1978-79 from the Evaluation System schools, the following student outcome variables were examined:

- Student achievement in reading and mathematics, as measured by the Prescriptive Reading Test (PRT) and the Prescriptive Mathematics Test (PMT)
- Student absence rate and class holding rate
- Reading interest and amount of self-initiated reading

Student achievement in reading, mathematics, language, and science, grades 3 and 6 as measured by the Comprehensive Test of Basic Skills (CTBS) is not included in this report. Data on this variable will be forthcoming in a supplementary report.

The major findings of this section include the following:

1. In general, the percentage of reading and mathematics objectives mastered by students in the pilot, prototype and comparison groups decrease as the grade level increases.

2. There were seven instances in which there was a significant difference in reading and mathematics achievement between the CBC students (pilot and prototype) and the comparison students. Two of these occurrences of significant differences resulted in CBC pilot students performing significantly higher than comparison students in reading and mathematics. The remaining five occurences of significant differences between the groups resulted in the comparison students performing higher than the prototype and pilot students on the Prescriptive Reading Test and Prescriptive Mathematics Test.

3. In general, the absence rates for students in the comparison group were less than the absence rates for students in the pilot schools and prototype schools. There were three instances in which there were significant differences in the absence rates of CBC students and comparison students; all three instances resulted in the comparison students recording a significantly lower absence rate.

4. In general, classrooms in the comparison group had a significantly higher mean holding rate than classrooms in the pilot and prototype schools indicating that for classrooms in the comparison group, a larger percentage of students remained in the class for the entire school year. Eight of the twelve comparisons resulted in the comparison classrooms recording significantly higher class holding rates. There was one instance in which the holding rate of the CBC pilot group was higher than the comparison group. This occurred at the fifth grade level.

5. The reading interest and self-initiated reading scores were measured in such a way that lower scores were better scores. In comparing the CBC students and the comparison students on the reading interest variables, there were six significant differences in the findings. There were three instances in which the CBC students (pilot and prototype) performed significantly lower than comparison students, as well as three instances for which the reverse outcome resulted. In comparing the CBC students and the comparison students on the self-initiated reading variable, there were eight significant differences in the findings. There were five instances in which the CBC students performed significantly lower than comparison students, and three instances for which the reverse outcome was the finding.

APPENDIX A

CBC IMPLEMENTATION EVALUATION DESIGN

CBC IMPLEMENTATION EVALUATION DESIGN

(CBS IMPLEMENTATION PERIOD SY 1979 - SY 1980)

Systemwide Evaluation Objective	1. To identify staff development activities related to strategies and design procedures for implementing CBC.	2. To describe the implementation of CBC program practices	3. To survey the opinions of principals and teachers as to the success of CBC	4. To assess student outcomes as reflected in various CBC related variables.
Preliminary Task	Establish measurable evaluation objectives around each of 12 CBC managerial elements by May 2, 1980.			
Step I	- Identify accountable offices relative to managerial elements and data sources, and solicit from them stated measurable evaluation objectives by April 4, 1980.			
Step II	- Examine stated evaluation objectives of accountable offices and modify, if necessary; by April 18, 1980.			
Step III	- Confirm data sources, examine existing data, and identify additional data needs for evaluation purposes by April 25, 1980.			
Evaluation Procedure	Analyze building and regional monitoring reports. Compile and summarize existing CBC evaluation reports. Administration and collection of instruments listed below by Regional Offices.		Compile and analyze opinions of principals and teachers. Administer and collect instrument listed below at six Regional settings.	Analyze SY 1978-79 input data on classrooms and students by July 1980. Analyze SY 1979-80 input data on classrooms and students by January 1981.
Instruments	Principals' CBC Implementation Questionnaire Classroom Teachers CBC Implementation Questionnaire		Principals' and teachers' CBC Opinionnaire	Reading/Math Program Form Classroom/Student Background Form Prescriptive Reading Test Prescriptive Mathematics Test CTBS (Grades 3, 6, and 9)
Population	Principals of all schools Sampling of teachers at each school Pre-K - 12 Regional Assistant Superintendent of each Region		All principals and teachers PreK - 12	All schools in the Evaluation System
Required Support	Commitment of time, staff, and support systems from accountable offices and by central office administrators to carry out the comprehensive CBC evaluation design.			

Prepared by Division of Research and Evaluation - March 20, 1980

APPENDIX B

PRINCIPALS' QUESTIONNAIRE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
CBC IMPLEMENTATION EVALUATION SY 1979-80

PRINCIPALS' QUESTIONNAIRE

Your response to this questionnaire is crucial for the systemwide evaluation of the implementation of the CBC approach to instructional programs for school year 1979-80.

Your response should be based upon the experiences within the context of your school. Please be candid.

Region _____ School _____ Date _____

School Level (check one) Elementary ____ Secondary ____
Combination Elementary/Secondary ____

PART I

1. Indicate the number of sessions for each type of CBC staff development activity available to your staff during SY 1979-80.

Sponsored By	Work-shops	Demon-strations	Confer-ences	Grade Level/ Subject Area Meetings	Courses	Other (specify)
Local School						
Region						
CBC Center						
Other Sponsor(s) (specify below)						

2. Was adequate support provided for the CBC staff development in terms of:

	Yes	No
a. Released time for planning	___	___
b. Released time for attendance	___	___
c. Guidelines/Instructions	___	___
d. Materials	___	___
e. Personnel	___	___
f. Other (specify) _____	___	___

3. Were sufficient opportunities provided through CBC staff development to the groups listed below for implementing CBC?

	Yes	No
Administrators	___	___
Regular Classroom Teachers	___	___
Special Teachers	___	___
Counselors	___	___
CBC Chairpersons	___	___
Librarians	___	___
Other (specify) _____	___	___

4. How would you rate the quality of the overall CBC staff development provided for your building staff? (check one)

Excellent _____ Very Good _____ Satisfactory _____ Fair _____ Poor _____

5. What special recommendations do you have for improving CBC staff development?

PART II

1. For each of the twelve CBC Implementation Elements, indicate if you were able to implement the supporting program practice by checking the "Yes" column. If you were not able to implement the supporting program practice, check the main reason why implementation did not take place.

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
1) Curriculum and Instructional Materials							
a. Schoolwide use of available CBC Curriculum Guides	___	___	___	___	___	___	___
b. Schoolwide use of Scope and Sequence documents	___	___	___	___	___	___	___
2) CBC Technology and Instructional Strategies							
a. Objectives stated clearly to students daily	___	___	___	___	___	___	___
b. Development of triads from CBC Scope and Sequence documents, where needed	___	___	___	___	___	___	___
c. Use of learning hierarchies in addition to student diagnostic data to plan instruction	___	___	___	___	___	___	___
d. Flexible scheduling	___	___	___	___	___	___	___
e. Multi-level skills grouping	___	___	___	___	___	___	___
f. Grade-level skills grouping	___	___	___	___	___	___	___
g. Reading and Mathematics skills laboratories	___	___	___	___	___	___	___
h. Team (peer) level planning	___	___	___	___	___	___	___
i. Emphasis placed on skills in reading, mathematics, oral and written communication	___	___	___	___	___	___	___
3) Staff Development							
a. Preparation of a school CBC staff development plan	___	___	___	___	___	___	___

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
3) Staff Development (continued)							
b. Provision for staff to participate in city-wide, regional, and national professional activities	___	___	___	___	___	___	___
c. Recognition for achievement through praise and rewards for staff performance	___	___	___	___	___	___	___
4) Testing and Assessment Program							
a. Identification of staff to implement the test-taking program to prepare all students	___	___	___	___	___	___	___
b. Collection of diagnostic/ assessment data on all students to identify entry and instructional levels	___	___	___	___	___	___	___
5) Student Information System							
a. CBC record keeping and reporting student progress daily, weekly, monthly, and yearly	___	___	___	___	___	___	___
6) Student Progress Plan							
a. Continuous progress—school organization	___	___	___	___	___	___	___
b. Continuous assessment of student progress	___	___	___	___	___	___	___
7) Student Support System							
a. Provision of plans to improve attendance	___	___	___	___	___	___	___
b. Provision for student counseling and guidance as a part of CBC	___	___	___	___	___	___	___

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
8) Monitoring							
a. Implementation of CBC Building Plan according to timelines	___	___	___	___	___	___	___
b. Submission of CBC reports to regional office	___	___	___	___	___	___	___
9) Evaluation							
a. Determination of the extent to which objectives in the CBC Action Plan were met	___	___	___	___	___	___	___
b. Assessment by administrator of the degree to which teachers implemented the CBC approach	___	___	___	___	___	___	___
10) Parent and Community Participation							
a. Schoolwide process for obtaining parent and community input and feedback regarding the CBC instructional program	___	___	___	___	___	___	___
11) Staffing and Personnel Resources							
a. CBC team organized and operational	___	___	___	___	___	___	___
b. Expertise in Reading and Mathematics provided by resource personnel	___	___	___	___	___	___	___
12) Administrative Leadership							
a. Observation and supervision of the CBC instructional program	___	___	___	___	___	___	___
b. Participation in professional development experiences for administrators	___	___	___	___	___	___	___

2. From the list of 30 supporting program practices listed in Part II, rank the three program practices you feel contributed most to student achievement (1 = highest rank).

   Write in the space below:

   1. _____

   2. _____

   3. _____

3. What special recommendations do you have for improving the implementation of CBC program practices?

4. On a scale of one to ten, how would you assess the overall level of CBC implementation in your building?

   Low High

   1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

CBC ASSESSMENT SCALE

Section A

Using the scale on the right, rate the following aspects of the CBC effort. Place a check under the appropriate heading.

	Exemplary	Little Need for Improvement	Great Need for Improvement
1. The curriculum design	___	___	___
2. The curriculum content	___	___	___
3. The format of the Curriculum Guides	___	___	___
4. The useability of the Curriculum Guides	___	___	___
5. The availability of curriculum-related materials	___	___	___
6. The preparation for CBC implementation given to:			
a. teachers	___	___	___
b. administrators	___	___	___
7. Dissemination of information regarding CBC to:			
a. teachers	___	___	___
b. administrators	___	___	___
c. the community	___	___	___
d. parents	___	___	___
8. Leadership for implementation of CBC from:			
a. principals	___	___	___
b. regional administrators	___	___	___
c. central administrators	___	___	___
9. Supervision and evaluation of teachers' instruction in CBC	___	___	___

Section B

In which of the following areas has CBC had the most positive effect? Rank only your top three choices, indicating "1" as the highest rank.

___ Student achievement

___ Provisions for instructional resources in the schools

___ Teachers' enthusiasm for teaching

___ Lesson preparation time

___ Student attendance

___ Communication about issues related to CBC between building administrators and staff

___ Instructional organization of the schools

___ Quality of classroom instruction

___ Students' attitude toward learning

In which area listed above has CBC had the least positive effect? (Write the area in the space below)

Section C

Indicate the number which describes the degree to which you have been involved in the CBC activities listed below.

CBC Activities	Number
1. Participated in curriculum writing (Number of occasions)	_____
2. Attended CBC staff development courses (Number of courses)	_____
3. Served on school CBC team (Number of years)	_____
4. Developed school action plan (Number of years)	_____
5. Presented at CBC workshops or courses (Number of occasions)	_____
6. Participated in CBC pilot/prototype programs (Number of years)	_____

Section D

1. How would you rate the value of the Competency-Based Curriculum for:

Circle the Appropriate Response

	Low									High
a. Effective classroom instruction by teachers?	1	2	3	4	5	6	7	8	9	10
b. An instructional approach compared to other familiar approaches?	1	2	3	4	5	6	7	8	9	10
c. Student achievement?	1	2	3	4	5	6	7	8	9	10

2. How would you describe your actual involvement in the implementation of CBC this past year? ... None Partial Extensive

Circle the Appropriate Response

3. How would you describe your level of satisfaction with the CBC effort? ..... Low Moderate High

4. List three words or three short phrases to describe the special strengths of the CBC effort over the last three years.

a. _____

b. _____

c. _____

5. List three words or three short phrases to describe the major weaknesses of the CBC effort over the last three years.

a. _____

b. _____

c. _____

APPENDIX C

STAFF QUESTIONNAIRE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
CBC IMPLEMENTATION EVALUATION SY 1979-80

STAFF QUESTIONNAIRE

Your response to this questionnaire is crucial for the systemwide evaluation of the implementation of the CBC approach to instructional programs for school year 1979-80.

Your response should be based upon the experiences within the context of your school. Please be candid.

Region _____ School _____ Date _____

Position (check one) Regular classroom teacher _____ Other _____ (specify)

School level (check one) Elementary _____ Grade Level (specify) _____

Secondary _____ Subject Area (specify) _____

PART I

1. Indicate the number of sessions for each type of CBC staff development activity you attended during SY 1979-80.

Sponsored By	Number of Sessions					
	Work-shops	Demon-strations	Confer-ences	Grade Level/ Subject Area Meetings	Courses	Other (specify)
Local School						
Region						
CBC Center						
Other Sponsor(s) (specify below)						

2. Was adequate support provided for the CBC staff development activity in terms of:

	Yes	No
a. Released time for planning	___	___
b. Released time for attendance	___	___
c. Guidelines/Instructions	___	___
d. Materials	___	___
e. Personnel	___	___
f. Other (specify)_____	___	___

3. Were sufficient CBC staff development opportunities provided to you?

   Yes _____ No _____

4. How would you rate the quality of the overall CBC staff development provided to you? (check one)

   Excellent _____ Very Good _____ Satisfactory _____ Fair _____ Poor _____

5. Of the CBC staff development sessions listed below that you attended during SY 1979-80, which one was: (Fill in the blank space with one title)

   1. The Most Helpful Session? _____

   2. The Least Helpful Session? _____

Staff Development Sessions

Use of Curriculum Guides
CBC Technology
Individualized Instruction
Testing in Subject Area
Classroom Management
Testing and Assessment
Use of Scope and Sequence Documents
Writing Action Plans
Other (specify) _____

6. What special recommendations do you have for improving CBC staff development?

PART II

1. Indicate if you were able to implement the supporting program practice in your classroom by checking the "yes" column. If you were not able to implement the supporting program practice, check the main reason why implementation did not take place.

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
1) Curriculum and Instructional Materials							
a. Use of available CBC Curriculum Guides	___	___	___	___	___	___	___
b. Use of Scope and Sequence documents	___	___	___	___	___	___	___
2) CBC Technology and Instructional Strategies							
a. Objective stated clearly to students daily	___	___	___	___	___	___	___
b. Development of triads from CBC Scope and Sequence documents, where needed	___	___	___	___	___	___	___
c. Use of learning hierarchies in addition to student diagnostic data to plan instruction	___	___	___	___	___	___	___
d. Flexible scheduling	___	___	___	___	___	___	___
e. Multi-level skills grouping	___	___	___	___	___	___	___
f. Grade level skills grouping	___	___	___	___	___	___	___
g. Reading and Mathematics skill laboratories	___	___	___	___	___	___	___
h. Team (peer) level planning	___	___	___	___	___	___	___
i. Emphasis placed on skills in reading, mathematics, oral and written communication	___	___	___	___	___	___	___

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
3) Staff Development							
a. Participation in school's CBC staff development plan	___	___	___	___	___	___	___
b. Participation in city-wide, regional, and national professional activities	___	___	___	___	___	___	___
4) Testing and Assessment Program							
a. Multiple assessment of students	___	___	___	___	___	___	___
b. Collection of diagnostic/ assessment data on all students to identify entry and instructional levels	___	___	___	___	___	___	___
5) Student Information System							
a. CBC record keeping and reporting student progress daily, weekly, monthly, and yearly	___	___	___	___	___	___	___
6) Student Progress Plan							
a. Continuous progress--classroom organization	___	___	___	___	___	___	___
b. Continuous assessment of student progress	___	___	___	___	___	___	___
7) Student Support System							
a. Provision of plans to improve attendance	___	___	___	___	___	___	___
b. Provision for student counseling and guidance as a part of CBC	___	___	___	___	___	___	___
8) Monitoring							
a. Implementation of CBC Building Plan according to timelines	___	___	___	___	___	___	___

Implementation Elements With Supporting Program Practices	Yes, the Program Practice Checked Was Implemented	NO, THE PROGRAM PRACTICE WAS NOT IMPLEMENTED FOR THE REASON CHECKED					
		Additional Training Needed	Additional Resources Needed	Insufficient Time for Development of the Practice	Not a Requirement	Not Perceived as a Workable Practice	Other (specify)
9) Evaluation							
a. Determination of the extent to which objectives in the CBC Action Plan were met	___	___	___	___	___	___	___
10) Parent and Community Participation							
a. Process for obtaining parent and community input and feedback regarding the CBC instructional program	___	___	___	___	___	___	___

2. From the list of 23 supporting program practices listed in Part II, rank the three program practices that you feel contributed most to student achievement (1 = highest rank).

   Write in the space below:

   1. _____

   2. _____

   3. _____

3. What special recommendations do you have for improving the implementation of CBC program practices?

4. On a scale of one to ten, how would you assess the overall level of CBC implementation in your building?

   Low High

   1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

PART III

CBC ASSESSMENT SCALE

Section A

Using the scale on the right, rate the following aspects of the CBC effort. Place a check under the appropriate heading.

	Exemplary	Little Need for Improvement	Great Need for Improvement
1. The curriculum design	___	___	___
2. The curriculum content	___	___	___
3. The format of the Curriculum Guides	___	___	___
4. The useability of the Curriculum Guides	___	___	___
5. The availability of curriculum-related materials	___	___	___
6. The preparation for CBC implementation given to:			
a. teachers	___	___	___
b. administrators	___	___	___
7. Dissemination of information regarding CBC to:			
a. teachers	___	___	___
b. administrators	___	___	___
c. the community	___	___	___
d. parents	___	___	___
8. Leadership for implementation of CBC from:			
a. principals	___	___	___
b. regional administrators	___	___	___
c. central administrators	___	___	___
9. Supervision and evaluation of teachers' instruction in CBC	___	___	___

Section B

In which of the following areas has CBC had the most positive effect? Rank only your top three choices, indicating "1" as the highest rank.

___ Student achievement

___ Provisions for instructional resources in the schools

___ Teachers' enthusiasm for teaching

___ Lesson preparation time

___ Student attendance

___ Communication about issues related to CBC between building administrators and staff

___ Instructional organization of the schools

___ Quality of classroom instruction

___ Students' attitude toward learning

In which area listed above has CBC had the least positive effect? (Write the area in the space below)

Section C

Indicate the number which describes the degree to which you have been involved in the CBC activities listed below.

CBC Activities	Number
1. Participated in curriculum writing (Number of occasions)	_____
2. Attended CBC staff development courses (Number of courses)	_____
3. Served on school CBC team (Number of years)	_____
4. Developed school action plan (Number of years)	_____
5. Presented at CBC workshops or courses (Number of occasions)	_____
6. Participated in CBC pilot/prototype programs (Number of years)	_____

Section D

1. How would you rate the value of the Competency-Based Curriculum for:

Circle the Appropriate Response

	Low									High
a. Effective classroom instruction by teachers?	1	2	3	4	5	6	7	8	9	10
b. An instructional approach compared to other familiar approaches?	1	2	3	4	5	6	7	8	9	10
c. Student achievement?	1	2	3	4	5	6	7	8	9	10

2. How would you describe your actual involvement in the implementation of CBC this past year? ... Circle the Appropriate Response: None Partial Extensive

3. How would you describe your level of satisfaction with the CBC effort? ..... Circle the Appropriate Response: Low Moderate High

4. List three words or three short phrases to describe the special strengths of the CBC effort over the last three years.

a. _____

b. _____

c. _____

5. List three words or three short phrases to describe the major weaknesses of the CBC effort over the last three years.

a. _____

b. _____

c. _____

APPENDIX D

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use of available CBC Curriculum Guides

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	93.0%	4.2%	0.7%	1.4%	0.7%	-
N	133	6	1	2	1	-
CLASSROOM TEACHERS						
%	91.3%	1.7%	3.2%	2.7%	0.2%	0.9%
N	2,107	39	74	62	5	21
SUPPORT STAFF						
%	85.7%	1.6%	4.5%	1.3%	5.0%	1.9%
N	324	6	17	5	19	7

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use of Scope and Sequence documents

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	93.6%	3.5%	1.4%	1.4%	-	-
N	132	5	2	2	-	-
CLASSROOM TEACHERS						
%	91.3%	2.4%	3.1%	2.0%	0.5%	0.7%
N	2,081	54	71	45	12	16
SUPPORT STAFF						
%	84.9%	1.4%	4.3%	1.7%	6.3%	1.4%
N	299	5	15	6	22	5

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Objective stated clearly to students daily

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	95.8%	2.8%	-	0.7%	-	0.7%
N	137	4	-	1	-	1
CLASSROOM TEACHERS						
%	96.0%	1.6%	0.7%	0.7%	0.2%	0.7%
N	2,329	39	18	17	6	18
SUPPORT STAFF						
%	91.7%	1.3%	1.3%	0.0%	4.7%	1.0%
N	353	5	5	-	18	4

PERCENT DISTRUBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Development of triads from CBC Scope and Sequence documents, where needed

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	76.5%	14.0%	0.7%	6.6%	1.5%	0.7%
N	104	19	1	9	2	1
CLASSROOM TEACHERS						
%	79.3%	9.7%	3.4%	4.9%	0.8%	1.9%
N	1,754	214	76	108	18	43
SUPPORT STAFF						
%	75.9%	6.1%	3.5%	4.3%	7.5%	2.6%
N	262	21	12	15	26	9

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use of learning hierarchies in addition to student diagnostic data to plan instruction

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	81.5%	12.6%	0.7%	3.7%	0.7%	0.7%
N	110	17	1	5	1	1
CLASSROOM TEACHERS						
%	79.4%	8.1%	3.3%	6.0%	1.0%	2.1%
N	1,758	180	74	134	22	47
SUPPORT STAFF						
%	79.7%	5.4%	3.1%	3.1%	6.9%	1.7%
N	279	19	11	11	24	6

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Flexible scheduling

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	72.9%	12.0%	6.8%	4.5%	1.5%	2.3%
N	97	16	9	6	2	3
CLASSROOM TEACHERS						
%	76.6%	7.2%	4.2%	5.2%	2.3%	4.6%
N	1,623	152	89	110	48	98
SUPPORT STAFF						
%	83.4%	3.8%	2.9%	0.6%	5.8%	3.5%
N	286	13	10	2	20	12

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Multi-level skills grouping

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	79.3%	8.1%	4.4%	3.0%	2.2%	3.0%
N	107	11	6	4	3	4
CLASSROOM TEACHERS						
%	79.2%	7.4%	4.1%	4.2%	1.9%	3.2%
N	1,714	161	88	90	42	70
SUPPORT STAFF						
%	80.7%	3.3%	1.2%	2.7%	8.6%	3.6%
N	271	11	4	9	29	12

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Grade-level skills grouping

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	91.7%	6.0%	-	-	2.3%	-
N	122	8	-	-	3	-
CLASSROOM TEACHERS						
%	76.3%	6.0%	4.4%	3.9%	5.6%	3.9%
N	1,541	121	88	78	113	79
SUPPORT STAFF						
%	74.0%	1.9%	3.2%	1.6%	14.1%	5.1%
N	230	6	10	5	44	16

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Reading and Mathematics skills laboratories

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	80.3%	5.1%	9.5%	2.9%	1.5%	0.7%
N	110	7	13	4	2	1
CLASSROOM TEACHERS						
%	60.4%	7.7%	9.5%	7.6%	10.8%	4.0%
N	1,155	148	182	145	206	76
SUPPORT STAFF						
%	68.6%	3.9%	3.6%	2.9%	16.2%	4.9%
N	212	12	11	9	50	15

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Team (peer) level planning

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	81.6%	5.1%	2.2%	9.6%	-	1.5%
N	111	7	3	13	-	2
CLASSROOM TEACHERS						
%	67.8%	5.1%	3.4%	13.3%	5.9%	4.4%
N	1,371	104	69	269	119	89
SUPPORT STAFF						
%	69.0%	3.1%	2.1%	7.4%	14.7%	3.7%
N	225	10	7	24	48	12

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Emphasis placed on skills in reading, mathematics, oral, and written communication

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	97.1%	0.7%	1.4%	0.7%	-	-
N	135	1	2	1	-	-
CLASSROOM TEACHERS						
%	91.6%	2.6%	2.2%	1.8%	1.3%	0.5%
N	2,063	58	49	41	30	12
SUPPORT STAFF						
%	87.0%	1.7%	0.8%	0.8%	7.9%	1.7%
N	307	6	3	3	28	6

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Participation in (preparation of) school's CBC staff development plan

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	94.3%	1.4%	1.4%	2.1%	0.7%	-
N	133	2	2	3	1	-
CLASSROOM TEACHERS						
%	86.0%	2.6%	2.0%	4.3%	4.5%	0.6%
N	1,973	59	46	98	104	14
SUPPORT STAFF						
%	89.3%	1.8%	1.3%	1.8%	3.7%	2.1%
N	341	7	5	7	14	8

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Participation in (provision for staff to participate in) citywide, regional, and national professional activities

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	86.3%	1.4%	2.2%	7.9%	1.4%	0.7%
N	120	2	3	11	2	1
CLASSROOM TEACHERS						
%	68.5%	6.1%	2.7%	9.2%	11.2%	2.3%
N	1,326	119	52	178	217	45
SUPPORT STAFF						
%	78.1%	3.6%	0.9%	3.8%	10.7%	3.0%
N	264	12	3	13	36	10

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Multiple assessment of students

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
CLASSROOM TEACHERS						
%	88.2%	4.3%	2.9%	2.9%	1.1%	0.6%
N	2,029	98	66	67	26	14
SUPPORT STAFF						
%	87.9%	2.8%	1.8%	2.1%	3.9%	1.6%
N	340	11	7	8	15	6

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Collection of diagnostic/ assessment data on all students to identify entry and instructional levels

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	86.5%	9.0%	-	3.0%	0.8%	0.8%
N	115	12	-	4	1	1
CLASSROOM TEACHERS						
%	81.1%	5.9%	4.4%	5.1%	1.9%	1.6%
N	1,769	128	97	111	41	34
SUPPORT STAFF						
%	83.5%	3.5%	2.7%	2.4%	5.6%	2.4%
N	313	13	10	9	21	9

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

CBC record keeping and reporting student progress daily, weekly, monthly, and yearly

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	81.5%	12.6%	0.7%	4.4%	-	0.7%
N	110	17	1	6	-	1
CLASSROOM TEACHERS						
%	81.2%	6.8%	2.4%	7.1%	1.0%	1.4%
N	1,858	156	56	163	24	32
SUPPORT STAFF						
%	77.7%	4.0%	2.4%	5.6%	6.6%	3.7%
N	292	15	9	21	25	14

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Continuous progress--classroom (school) organization

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	59.2%	24.6%	0.8%	8.5%	3.8%	3.1%
N	77	32	1	11	5	4
CLASSROOM TEACHERS						
%	87.3%	5.9%	1.9%	3.1%	1.1%	0.7%
N	1,988	135	43	70	26	16
SUPPORT STAFF						
%	74.1%	4.4%	1.5%	2.4%	15.3%	2.4%
N	252	15	5	8	52	8

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Continuous assessment of student progress

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	81.5%	12.3%	-	5.4%	0.8%	-
N	106	16	-	7	1	-
CLASSROOM TEACHERS						
%	90.5%	4.5%	1.3%	2.6%	0.5%	0.6%
N	1,885	93	28	54	10	12
SUPPORT STAFF						
%	88.7%	3.0%	0.6%	1.8%	4.7%	1.2%
N	299	10	2	6	16	4

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Provision of plans to improve attendance

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	95.8%	2.1%	1.4%	0.7%	-	-
N	136	3	2	1	-	-
CLASSROOM TEACHERS						
%	71.5%	8.5%	7.6%	5.5%	4.7%	2.1%
N	1,510	179	161	117	99	45
SUPPORT STAFF						
%	70.1%	3.8%	2.6%	5.0%	15.8%	2.6%
N	239	13	9	17	54	9

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Provision for student counseling and guidance as a part of CBC

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	86.5%	7.1%	2.8%	2.1%	0.7%	0.7%
N	122	10	4	3	1	1
CLASSROOM TEACHERS						
%	66.7%	10.1%	7.9%	8.2%	4.9%	2.1%
N	1,318	200	157	162	97	41
SUPPORT STAFF						
%	74.1%	4.8%	2.1%	4.2%	11.3%	3.6%
N	249	16	7	14	38	12

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Implementation of CBC Building Plan according to timelines

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	95.8%	0.7%	0.7%	1.4%	-	1.4%
N	137	1	1	2	-	2
CLASSROOM TEACHERS						
%	80.6%	6.1%	3.1%	4.6%	3.7%	1.9%
N	1,663	126	63	95	77	40
SUPPORT STAFF						
%	82.6%	3.5%	1.5%	2.9%	7.0%	2.6%
N	284	12	5	10	24	9

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Assessment by administrator of the degree to which teachers implemented the CBC approach

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	96.5%	1.4%	-	0.7%	1.4%	-
N	139	2	-	1	2	-
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Participation in professional development experiences for administrators

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	98.6%	0.7%	-	0.7%	-	-
N	141	1	-	1	-	-
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Identification of staff to implement the test-taking program to prepare all students

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIP/ALS						
%	96.4%	1.5%	-	1.5%	0.7%	-
N	132	2	-	2	1	-
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Observation and supervision of the CBC instructional program

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	98.6%	-	-	0.7%	-	0.7%
N	141	-	-	1	-	1
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRICUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

CBC team organized and operational

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	95.7%	0.7%	0.7%	2.1%	-	0.7%
N	135	1	1	3	-	1
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Expertise in Reading and Mathematics provided by resource personnel

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	87.0%	0.7%	10.1%	1.4%	0.7%	-
N	120	1	14	2	1	-
CLASSROOM TEACHERS						
%	-	-	-	-	-	-
N	-	-	-	-	-	-
SUPPORT STAFF						
%	-	-	-	-	-	-
N	-	-	-	-	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Process (schoolwide process) for obtaining parent and community input and feedback regarding the CBC instructional program

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	62.3%	7.7%	6.2%	16.9%	3.1%	3.8%
N	81	10	8	22	4	5
CLASSROOM TEACHERS						
%	44.7%	15.1%	10.0%	14.6%	8.7%	6.9%
N	844	286	189	275	165	130
SUPPORT STAFF						
%	56.0%	7.7%	8.3%	10.4%	11.6%	6.0%
N	188	26	28	35	39	20

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Determination of the extent to which objectives in the CBC Action Plan were met

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	94.3%	0.7%	0.7%	2.1%	2.1%	-
N	132	1	1	3	3	-
CLASSROOM TEACHERS						
%	84.5%	4.8%	3.4%	4.6%	2.1%	0.7%
N	1,832	103	74	99	45	15
SUPPORT STAFF						
%	81.7%	3.7%	2.2%	5.9%	5.1%	1.4%
N	291	13	8	21	18	5

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO POSITION CATEGORIES TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Recognition for achievement through praise and rewards for staff performance

POSITION	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
PRINCIPALS						
%	88.9%	1.5%	0.7%	3.0%	4.4%	1.5%
N	120	2	1	4	6	2

Submission of CBC reports to regional office

PRINCIPALS						
%	95.8%	-	1.4%	0.7%	1.4%	0.7%
N	136	-	2	1	2	1

APPENDIX E

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL TO THE IMPLEMENTATION OF CBC

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use (schoolwide) of available
CBC Curriculum Guides

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Inefficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	95.2%	1.0%	1.3%	1.8%	0.4%	0.4%
N	1,609	17	22	30	7	6
SECONDARY						
%	84.8%	2.4%	6.1%	3.5%	1.5%	1.7%
N	881	25	63	36	16	18
COMBINATION ELEMENTARY & SECONDARY						
%	71.4%	23.8%	4.8%	-	-	-
N	-	-	-	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	82.0%	2.0%	10.0%	2.0%	4.0%	-
N	41	1	5	1	2	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use (schoolwide) of Scope and Sequence documents

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	95.0%	1.5%	0.7%	1.5%	0.8%	0.5%
N	1,566	24	12	24	14	8
SECONDARY						
%	84.6%	2.9%	6.9%	2.6%	1.9%	1.1%
N	876	30	71	27	20	11
COMBINATION ELEMENTARY & SECONDARY						
%	73.7%	26.3%	-	-	-	-
N	14	5	-	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	89.1%	4.3%	4.3%	2.2%	-	-
N	41	2	2	1	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Development of triads from
CBC Scope and Sequence
documents, where needed

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	83.1%	7.9%	1.6%	4.2%	1.5%	1.6%
N	1,279	122	25	65	23	25
SECONDARY						
%	73.9%	11.1%	5.5%	5.4%	2.0%	2.1%
N	783	118	58	57	21	22
COMBINATION ELEMENTARY & SECONDARY						
%	61.1%	16.7%	-	16.7%	5.6%	-
N	11	3	-	3	1	-
ALTERNATIVE HIGH SCHOOL						
%	70.0%	8.0%	6.0%	8.0%	2.0%	6.0%
N	35	4	3	4	1	3

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Use of learning hierarchies in addition to student diagnostic data to plan instruction

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	85.4%	6.0%	1.7%	4.8%	0.9%	1.1%
N	1,346	95	27	76	14	18
SECONDARY						
%	71.3%	10.4%	5.4%	6.8%	3.0%	3.0%
N	731	107	55	70	31	31
COMBINATION ELEMENTARY & SECONDARY						
%	83.3%	5.6%	5.6%	-	5.6%	-
N	15	1	1	-	1	-
ALTERNATIVE HIGH SCHOOL						
%	74.5%	13.7%	2.0%	3.9%	2.0%	3.9%
N	38	7	1	2	1	2

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Flexible scheduling

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	86.6%	4.9%	2.1%	3.2%	1.5%	1.8%
N	1,327	75	32	49	23	27
SECONDARY						
%	63.2%	9.9%	6.7%	6.9%	4.8%	8.5%
N	611	96	65	67	46	82
COMBINATION ELEMENTARY & SECONDARY						
%	63.2%	15.8%	15.8%	5.3%	-	-
N	12	3	3	1	-	-
ALTERNATIVE HIGH SCHOOL						
%	85.1%	2.1%	4.3%	2.1%	2.1%	4.3%
N	40	1	2	1	1	2

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Multi-level skills grouping

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	87.4%	4.1%	1.5%	2.8%	2.3%	1.9%
N	1,351	64	23	43	35	30
SECONDARY						
%	67.7%	10.8%	7.0%	5.4%	3.7%	5.3%
N	671	107	69	54	37	53
COMBINATION ELEMENTARY & SECONDARY						
%	76.2%	14.3%	4.8%	4.8%	-	-
N	16	3	1	1	-	-
ALTERNATIVE HIGH SCHOOL						
%	76.0%	8.0%	2.0%	10.0%	2.0%	2.0%
N	38	4	1	5	1	1

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Grade level skills grouping

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	84.9%	3.3%	2.2%	2.2%	4.6%	2.9%
N	1,222	48	31	31	66	42
SECONDARY						
%	66.0%	8.2%	6.2%	5.4%	9.2%	5.0%
N	616	77	58	50	86	47
COMBINATION ELEMENTARY & SECONDARY						
%	89.5%	5.3%	-	-	5.3%	-
N	17	1	-	-	1	-
ALTERNATIVE HIGH SCHOOL						
%	66.0%	10.6%	6.4%	4.3%	8.5%	4.3%
N	31	5	3	2	4	2

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Reading and Mathematics skill laboratories

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	69.3%	5.6%	8.2%	5.6%	7.4%	3.8%
N	958	77	114	78	103	53
SECONDARY						
%	53.6%	8.9%	9.3%	8.3%	16.2%	3.7%
N	478	79	83	74	144	33
COMBINATION ELEMENTARY & SECONDARY						
%	81.3%	-	12.5%	-	6.3%	-
N	13	-	2	-	1	-
ALTERNATIVE HIGH SCHOOL						
%	53.3%	15.6%	4.4%	8.9%	11.1%	6.7%
N	24	7	2	4	5	3

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Team (peer) level planning

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	73.2%	3.5%	1.7%	11.2%	7.2%	3.3%
N	1,056	50	24	161	104	48
SECONDARY						
%	63.2%	6.4%	5.0%	14.3%	6.0%	5.1%
N	597	60	47	135	57	48
COMBINATION ELEMENTARY & SECONDARY						
%	75.0%	5.0%	-	20.0%	-	-
N	15	1	-	4	-	-
ALTERNATIVE HIGH SCHOOL						
%	61.7%	6.4%	8.5%	6.4%	8.5%	8.5%
N	29	3	4	3	4	4

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Emphasis placed on skills in reading, mathematics, oral, and written communication

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	95.4%	1.2%	0.6%	0.9%	1.5%	0.3%
N	1,525	19	10	15	24	5
SECONDARY						
%	85.7%	3.9%	3.9%	2.8%	3.0%	0.8%
N	899	41	41	29	31	8
COMBINATION ELEMENTARY & SECONDARY						
%	100.0%	-	-	-	-	-
N	19	-	-	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	91.8%	4.1%	-	2.0%	-	2.0%
N	45	2	-	1	-	1

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Participation in (preparation of) school's CBC staff development plan

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	90.2%	1.6%	1.1%	2.7%	3.7%	0.6%
N	1,473	26	18	44	63	9
SECONDARY						
%	81.9%	3.4%	3.0%	5.7%	5.1%	0.9%
N	888	37	32	62	55	10
COMBINATION ELEMENTARY & SECONDARY						
%	87.0%	8.7%	4.3%	-	-	-
N	20	2	1	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	93.9%	-	2.0%	2.0%	2.0%	-
N	46	-	1	1	1	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Multiple assessment of students**

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	9..2%	.2%	1.5%	2.1%	1.3%	0.7%
N	1,409	34	23	32	20	10
SECONDARY						
%	82.8%	6.6%	4.2%	3.7%	.9%	0.8%
N	884	71	45	39	20	9
COMBINATION ELEMENTARY & SECONDARY						
%	91.7%	-	8.3%	-	-	-
N	11	-	1	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	93.8%	-	2.1%	4.2%	-	-
N	45	-	1	2	-	-

** Answered by classroom teachers and other teachers only

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Collection of diagnostic/ assessment data on all students to identify entry and instructional levels

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	88.4%	3.8%	1.8%	3.2%	1.8%	1.1%
N	1,360	58	27	49	28	17
SECONDARY						
%	72.6%	8.5%	7.1%	6.6%	3.0%	2.1%
N	765	90	75	69	32	22
COMBINATION ELEMENTARY & SECONDARY						
%	85.0%	5.0%	-	5.0%	-	5.0%
N	17	1	-	1	-	1
ALTERNATIVE HIGH SCHOOL						
%	82.2%	-	4.4%	6.7%	4.4%	2.2%
N	37	-	2	3	2	1

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

CBC record keeping and reporting student progress daily, weekly, monthly, and yearly

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	84.4%	5.1%	1.9%	6.1%	1.3%	1.3%
N	1,349	82	30	97	20	21
SECONDARY						
%	76.4%	8.6%	3.1%	7.6%	2.4%	2.0%
N	839	94	34	83	26	22
COMBINATION ELEMENTARY & SECONDARY						
%	80.0%	10.0%	5.0%	5.0%	-	-
N	16	2	1	1	-	
ALTERNATIVE HIGH SCHOOL						
%	73.1%	11.5%	-	11.5%	3.8%	-
N	38	6	-	6	2	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Continuous progress--
classroom (school)
organization

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	85.1%	6.9%	1.5%	2.9%	3.0%	0.6%
N	1,327	107	24	45	46	10
SECONDARY						
%	83.7%	6.0%	2.2%	3.6%	3.0%	1.5%
N	913	66	24	39	33	16
COMBINATION ELEMENTARY & SECONDARY						
%	63.2%	31.6%	-	5.3%	-	-
N	12	6	-	1	-	-
ALTERNATIVE HIGH SCHOOL						
%	88.0%	2.0%	-	4.0%	6.0%	-
N	44	1	-	2	3	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Implementation of CBC
Building Plan according
to timelines

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	85.9%	3.9%	1.9%	3.1%	3.7%	1.5%
N	1,267	58	28	45	55	22
SECONDARY						
%	76.4%	7.2%	4.0%	5.5%	4.5%	2.4%
N	752	71	39	54	44	24
COMBINATION ELEMENTARY & SECONDARY						
%	84.2%	5.3%	5.3%	5.3%	-	-
N	16	1	1	1	-	-
ALTERNATIVE HIGH SCHOOL						
%	75.5%	14.3%	2.0%	6.1%	-	2.0%
N	37	7	1	3	-	1

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Determination of the extent to which objectives in the CBC Action Plan were met

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	87.7%	3.4%	2.0%	4.0%	2.5%	0.5%
N	1,343	52	30	61	39	7
SECONDARY						
%	81.0%	5.7%	4.5%	5.5%	2.3%	1.0%
N	838	59	47	57	24	10
COMBINATION ELEMENTARY & SECONDARY						
%	73.7%	10.5%	10.5%	-	-	5.3%
N	14	2	2	-	-	1
ALTERNATIVE HIGH SCHOOL						
%	85.4%	4.2%	6.3%	4.2%	-	-
N	41	2	3	2	-	-

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Process (schoolwide) for obtaining parent and community input and feedback regarding the CBC instructional program

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	54.6%	12.7%	6.7%	12.3%	8.3%	5.4%
N	722	168	88	163	109	72
SECONDARY						
%	37.5%	15.0%	13.4%	16.0%	9.7%	8.3%
N	351	140	125	150	91	78
COMBINATION ELEMENTARY & SECONDARY						
%	55.0%	10.0%	15.0%	15.0%	5.0%	-
N	11	2	3	3	1	-
ALTERNATIVE HIGH SCHOOL						
%	44.7%	12.8%	8.5%	19.1%	8.5%	6.4%
N	21	6	4	9	4	3

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Recognition for achievement through praise and rewards for staff performance*

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	91.9%	-	-	1.2%	5.8%	1.2%
N	79	-	-	1	5	1
SECONDARY						
%	85.7%	2.9%	2.9%	8.6%	-	-
N	30	1	1	3	-	-
COMBINATION ELEMENTARY & SECONDARY						
%	85.7%	-	-	-	-	14.3%
N	6	-	-	-	-	1
ALTERNATIVE HIGH SCHOOL						
%	100.0%	-	-	-	-	-
N	3	-	-	-	-	-

* Answered by school principals only

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

Expertise in Reading and Mathematics provided by resource personnel*

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	92.0%	1.1%	6.8%	-	-	-
N	81	1	6	-	-	-
SECONDARY						
%	78.4%	-	16.2%	5.4%	-	-
N	29	-	6	2	-	-
COMBINATION ELEMENTARY & SECONDARY						
%	87.5%	-	12.5%	-	-	-
N	7	-	1	-	-	-
ALTERNATIVE HIGH SCHOOL						
%	100.0%	-	-	-	-	-
N	2	-	-	-	-	-

* Answered by school principals only

PERCENT DISTRIBUTION OF RESPONSES ACCORDING TO SCHOOL LEVEL
TO THE IMPLEMENTATION OF CBC PROGRAM PRACTICES

CBC team organized and
operational*

SCHOOL LEVEL	Program Practice was Implemented	Additional Training Needed	Additional Resources Needed	Insufficient Time for Development	Not a Requirement	Not Perceived as a Workable Practice
ELEMENTARY						
%	98.9%	1.1%	-	-	-	-
N	91	1	-	-	-	-
SECONDARY						
%	94.3%	-	2.9%	2.9%	-	-
N	33	-	1	1	-	-
COMBINATION ELEMENTARY & SECONDARY						
%	87.5%	-	-	12.5%	-	-
N	7	-	-	1	-	-
ALTERNATIVE HIGH SCHOOL						
%	66.7%	-	-	33.3%	-	-
N	2	-	-	1	-	-

* Answered by school principals only